



# BAHASA INGGRIS

## THINK GLOBALLY ACT LOCALLY



SMP/MTs  
KELAS  
**IX**

MILIK NEGARA  
TIDAK DIPERDAGANGKAN

**Disklaimer:** Buku ini merupakan buku siswa yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku siswa ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan “dokumen hidup” yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan diharapkan dapat meningkatkan kualitas buku ini.

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## KATA PENGANTAR

Bahasa Inggris adalah bahasa utama dalam komunikasi antarbangsa dan pergaulan dunia. Makin datarnya dunia dengan perkembangan teknologi informasi dan komunikasi menyebabkan pergaulan tidak dapat lagi dibatasi oleh batas-batas negara. Kurikulum 2013 menyadari peran penting bahasa Inggris tersebut.

Kurikulum 2013 dirancang untuk menyongsong model pembelajaran abad 21. Di dalamnya terdapat pergeseran pembelajaran dari siswa diberitahu menjadi siswa mencaritahu dari berbagai sumber belajar melampaui batas guru dan satuan pendidikan. Peran bahasa Inggris dalam model pembelajaran seperti itu menjadi sangat sentral mengingat lebih banyak sumber belajar yang menggunakan bahasa Inggris dibandingkan bahasa lainnya.

Sejalan dengan peran di atas, pembelajaran bahasa Inggris untuk SMP/MTs Kelas IX ini disusun untuk meningkatkan kemampuan berbahasa para siswa. Penyajiannya menggunakan pendekatan pembelajaran berbasis teks, baik lisan maupun tulis, dengan menempatkan bahasa Inggris sebagai sarana berkomunikasi. Pemahaman terhadap jenis, kaidah dan konteks suatu teks ditekankan sehingga memudahkan siswa menangkap makna yang terkandung dalam suatu teks maupun menyajikan gagasan dalam bentuk teks yang sesuai sehingga mudah dipahami orang lain. Mengingat bahasa Inggris baru secara resmi diajarkan mulai Kelas IX SMP/MTs, komunikasi yang disajikan di sini adalah komunikasi sehari-hari. Bagi beberapa daerah yang telah mengajarkan bahasa Inggris mulai dari kelas-kelas akhir SD/MI, materi yang disajikan perlu diperkaya dengan materi tambahan yang disesuaikan dengan kemampuan siswa, walaupun struktur pembelajarannya tetap mengacu pada model yang ada dalam buku ini.

Sebagai bagian dari Kurikulum 2013 yang menekankan pentingnya keseimbangan kompetensi sikap, pengetahuan, dan keterampilan, kemampuan berbahasa Inggris dibentuk melalui pembelajaran berkelanjutan. Pembelajaran model ini dimulai dengan peningkatan kompetensi pengetahuan tentang jenis, kaidah, dan konteks suatu teks, dilanjutkan dengan kompetensi keterampilan menyajikan suatu teks tulis dan lisan baik terencana maupun spontan dengan pelafalan dan intonasi yang tepat. Pembelajaran berkelanjutan ini bermuara pada pembentukan sikap kesantunan berbahasa.

Buku ini menjabarkan usaha minimal yang harus dilakukan siswa untuk mencapai kompetensi yang diharapkan. Sesuai dengan pendekatan yang digunakan dalam Kurikulum 2013, siswa diajak untuk berani mencari sumber belajar lain yang tersedia dan terbentang luas di sekitarnya. Peran guru dalam meningkatkan dan menyesuaikan daya serap siswa dengan ketersediaan kegiatan pada buku ini sangat penting. Guru dapat memperkayanya dengan kreasi dalam berbagai bentuk kegiatan lain yang sesuai dan relevan yang bersumber dari lingkungan sosial dan alam.

Sebagai edisi pertama, buku ini sangat terbuka terhadap masukan dan akan terus diperbaiki untuk penyempurnaan. Oleh karena itu, kami mengundang para pembaca untuk memberikan kritik, saran dan masukan guna perbaikan dan penyempurnaan edisi berikutnya. Atas kontribusi tersebut, kami mengucapkan terima kasih. Mudah-mudahan kita dapat memberikan yang terbaik bagi kemajuan dunia pendidikan dalam rangka mempersiapkan generasi seratus tahun Indonesia Merdeka (2045).

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Menteri Pendidikan dan Kebudayaan



## DAFTAR ISI

<b>Kata Pengantar</b> .....	iii
<b>Daftar Isi</b> .....	v
<b>Chapter I.</b> Congratulations! .....	1
<b>Chapter II.</b> Let's start our wall magazine!.....	17
<b>Chapter III.</b> What should I do that for? .....	35
<b>Chapter IV.</b> Be healthy, be happy. ....	59
<b>Chapter V.</b> This is how you do it. ....	79
<b>Chapter VI.</b> Everybody is always in the middle of something. ....	107
<b>Chapter VII.</b> What will be will be. ....	137
<b>Chapter VIII.</b> We have been to an orphan home. We went there last Sunday. ....	145
<b>Chapter IX.</b> You get what you earn! .....	167
<b>Chapter X.</b> Sangkuriang .....	189
<b>Chapter XI.</b> They are made in Indonesia. ....	203
<b>Chapter XII.</b> What is it? .....	225
<b>Chapter XIII.</b> Come and visit us! .....	251
<b>Chapter XIV.</b> You can always come back home. ....	263
<b>References</b> .....	271

**“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.”**

ARBISHOP DESMOND TUTU  
In Reader’s Digest, January 2004, p. 81



Story Telling Competi

August 2017, 2014

# CHAPTER

## Congratulations!

I



I will learn:

to express hopes and wishes to others  
and congratulate others for their fortune  
and achievement, in order to keep good  
personal relationship with them.



## Observing & Questioning



Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.

The winner of the story-telling competition in this class is Lina. Congratulations Lina!



Congratulations Lina.

Thank you, Mam. Thank you, everybody.

Lina, because you are the winner of the story-telling competition in this class, you will represent this class for the story-telling competition of our school next month.



Prepare your best for the competition, will you? I hope you will win the first prize, too. Good luck.

I hope so too, Mam. Yes, I'll do my best.





Observing & Questioning

Lina, you are a very good story teller. I'm sure you will win the school's story-telling competition. Good luck.



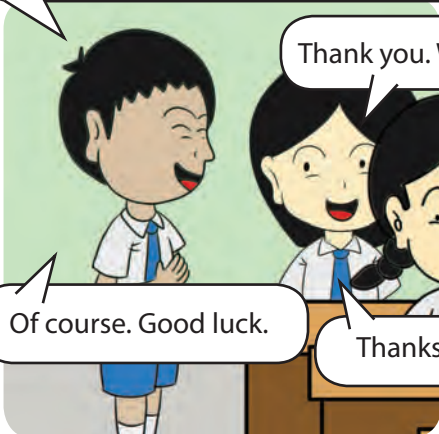
Thank you Edo.

Congratulations for being the champion of the class, Lina! I hope you will be the winner of the school's competition too.



Thanks. I hope so too.

Lina, I'm happy for you. Congratulations. I hope you will win the first prize in the school's competition.



Thank you. Wish me luck.

Of course. Good luck.

Thanks.



## Observing & Questioning

Congratulations Lina. It's your dream to go to the school's story telling competition, isn't it?

Yes, it's my dream. And I have practiced everyday for the last two months with my dad.



Thank you, Siti, Udin, for your support.

Sure, you have to work hard for your dreams.  
Good luck.

I will ask you what the students and the teacher say to congratulate Lina and to express their hopes for Lina's success. You will answer my questions orally, too.

Listen carefully.

First, repeat the examples after me.





## Collecting Information



Work in your group. You will read some other situations where Dayu, Siti, Lina, Edo, Beni, and Udin congratulate and express their hopes to each other.

Think of what you would say if you were them. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

Use a dictionary. If you have any problems, come to me.

First, copy the examples.

Then, play the roles of the speakers. Say the speakers' sentences loudly, clearly, and correctly. Use the punctuation marks correctly, too.

### Situation 1:

Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her for the result of the Math test and hope that she will get an A for the English test, too.

The conversation:

Lina: "Thank God, I got an A for my Math test. But, I'm not sure of the result of my English test."

Dayu: "\_\_\_\_\_."

### Situation 1:

*Lina has just got the result of her Math test. She is waiting for the result of her English test. Dayu congratulates her for the result of the Math test and hope that she will get an A for the English test, too.*

The conversation:

*Lina: "Thank God, I got an A for my Math test.*

*But, I'm not sure of the result of my English test."*



## Collecting Information

*Dayu: "Congratulations for the result of your Math test.  
I hope you will get an A for the English test too."*

### Situation 2:

Dayu is going to participate in the bike race to celebrate the Independence Day. Siti shows her hope that Dayu will get a prize.

The conversation:

Dayu: "Siti, wish me luck. I will take part in the bike race to celebrate the Independence Day."

Siti: " \_\_\_\_\_."

### Situation 3:

Edo's father has given him permission to walk to the mountain. Beni is happy for him and expresses his hope that he will have a save trip.

The conversation:

Edo: "Thank God. Finally my father lets me go to the mountain walk."

Beni: " \_\_\_\_\_."

### Situation 4:

Lina tells Udin that she will get a scholarship from the government to finish her SMP. Udin congratulates her and wish her for the best with her study.

The conversation:

Lina: "Udin, I will get a scholarship from the government to finish my SMP"

Udin: " \_\_\_\_\_."



## Collecting Information

### Situation 5:

Beni has fulfilled all the requirements to run for the OSIS Chairman. Udin is happy for him and hope that he will be the next OSIS Chairman.

The conversation:

Beni: "The vice principal said that I had all the requirements to run for the OSIS Chairman."

Udin: "\_\_\_\_\_."



## Reflecting



I will lead you to reflect on what you are learning now. Complete the statements in the box. Discuss it in your group and with me.

Now I know it is important ...

- to say "....." to people for their success, their achievements, and their good fortunes.
- to say "....." to pray for other people's success, achievements, and good fortunes.





## Associating

There are other situations when you need to add a praise when you congratulate others for their success or achievement.

Play the roles of the speakers in the picture. Say the speaker's sentences correctly and clearly. First, repeat after me.



Udin's father : Happy birthday, Udin. You are a big boy now. I'm proud of you.

Udin : Thank you Dad. I'm proud of you, too.



## Associating



Edo: Amazing. You run like a panther. I'm sure you will win the race.

Beni: I hope so. Thanks.



Edo: Thank God, the tent is done.

Siti: Good work boys. You are super. I'm very proud of you.





## Associating



Lina: Mom, I have cleaned up my room.

Mum: Good girl! It looks tidy now, isn't it. I love it.



Dayu: Many people have come to our table. They like my cookies.  
They are sold out.

Lina: Great. Your cookies are very popular, now.



## Associating



Siti: Udin, I got a scholarship.

Udin: Congratulations, Siti. You deserve it.  
Your mom and dad must be proud of you.

Siti: Yes, thanks. It will help my parents a lot.



## Associating



Work in group. Decide what the first speaker would likely say in each situation.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

Use the punctuation marks correctly, too.

### Situation 1:

Siti has just made a very beautiful handycraft from *pandan* leaf. Beni praises her craft and hope that she will win the national competition.

Beni: " \_\_\_\_\_."

Edo: "Thank you. I hope so too."

### Situation 1:

*Siti has just made a very beautiful handycraft from pandan leaf. Beni praises her craft and hope that she will win the national competition.*

*Beni: "That's a very beautiful handycraft.*

*I'm sure you will win the national competition."*

*Edo: "Thank you. I hope so too."*

### Situation 2:

Lina has just finished drawing a picture of Mrs. Ani, her English teacher. She will present it to her on her birthday. Siti praises the picture and she's sure that Mrs. Ani will like it.



## Associating

Siti: “\_\_\_\_\_.”

Beni: “Thanks. I hope so too.”

Situation 3:

Udin has just finished making fried tofu for his friends. Dayu says that it looks nice and she’s sure that everybody will like it.

Dayu: “\_\_\_\_\_”

Siti: “Thank you. I hope so too.”

Situation 4:

Beni has just finished mopping the floor of the health unit. Mr. Dani praises him. He also thanks him for that.

Mr. Dani: “\_\_\_\_\_.”

Beni: “You are welcome.”

Situation 5:

Siti has just finished practicing singing. She will sing in the celebration of the Kartini Day. Dayu praises her that she sings like a real singer, and she will get a big applause for that.

Siti: “\_\_\_\_\_.”

Dayu: “Thank you. That’s very nice of you.”



## Communicating

In your journal, write your reflection on your learning process in this chapter.



### My Journal

I have just learnt to

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The activities I like most were

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The activities I found most difficult were

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What I need to do better is/are

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---

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**“The smallest deed is greater than  
the grandest intention.”**

PATTY LABELLE in LaBelle Cuisine (Broadway)  
In Reader’s Digest, January 2004, p. 81



# CHAPTER

## Let's start our wall magazine!

11



- I will learn to use the right words and expressions
- to state rules
  - to give suggestions to do and not to do something
  - to invite someone to do and not to do something
  - to say to agree or disagree with rules, suggestions, and invitations
  - to keep good interpersonal relationship



## Observing & Questioning



You will listen to Udin, Dayu, Lina, Beni, Edo, and Siti talking. They are thinking of setting up a wall magazine. Listen to what they say carefully.

Say again what the students say to give suggestions and to show their agreement and disagreement with suggestions.



Here are Udin, Dayu, Lina, Beni, Edo, and Siti sitting together again. They are talking about setting up a wall magazine. Say the speakers' sentences loudly, clearly, and correctly. First, repeat after me.





## Observing & Questioning

Beni: "I think we should start our wall magazine now."

Dayu: "I don't think we can start now. We should plan it carefully. We should go to people who know how to make a wall magazine."

Siti: "I agree with Dayu. We should think before we leap."

Siti: "I think we need a lot of money to make a wall magazine."

Edo: "I don't think so. We can use used paper.  
We can also use used wood for the frame."

Lina: "Yes we can, so we do not need a lot of money  
to make a wall magazine. What we need is hard work."

Edo: "What should our wall magazine contain?  
Can we put any writing we have made there?"

Udin: "I don't think so. We should not just put anything there.  
The texts should be good and interesting."

Lina: "And, there should not be many mistakes there."

Udin: "I think only good texts, with few or no mistakes, can be published."

Edo: "But how do we know that a text is good enough to publish?"

Dayu: "I think our English teachers can help check our English.  
Do you think Mrs. Tini is willing to be the editor of our wall  
magazine?"

Lina: "It seems that none of us knows how to make a wall magazine.  
What if we go to Mrs. Tini and ask her for advice.  
I think she has a lot of good ideas."

Siti: "I think so too. Let's go to her now."

Dayu: "I don't think we can see her now. She is in the staff meeting."



## Observing & Questioning

Beni: "Why don't we go back to *SMP Sumber Ilmu* tomorrow to look closely at their wall magazine.

We will know what kinds of texts are published there."

Edo: "I agree with Beni. We will also look at the layout and the decoration. Do you remember the color of the background?"

Lina: "Sorry, I don't. What if we just ask for their permission to take a picture of the magazine?"

Siti: "I think the best thing to do is to meet the team who manages the magazine."

Udin: "I agree with Siti. We can ask them a lot of questions.

I think they will be happy to help us start our wall magazine."

Dayu: "That's a very good idea. We need their help to plan our wall magazine."



## Observing & Questioning

Work in your group. Use the following table to write the students' suggestions, and their agreement and disagreement with the suggestions.

Hand-write your work on a piece of paper. Some examples have been done for you. Make sure you know the meaning of every word and spell it correctly.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

First, copy the examples.



Name	Suggestions	Agreement	Disagreement
Beni	<i>I think we should start our wall magazine now.</i>		
Dayu	<i>We should plan it carefully. We should go to people who know how to make a wall magazine.</i>		<i>I don't think we can start now.</i>
Siti	<i>We should think before we leap.</i>	<i>I agree with Dayu.</i>	



## Collecting Information



Work in your group. There are some situations where Dayu, Siti, Lina, Edo, Beni, and Udin talk and give and respond to suggestions.

Think of what you would say if you were them. Use a dictionary. If you have any problems, come to me. Hand-write your preparation on a piece of paper.

Then, play the roles of the speakers. Say the speakers' sentences loudly, clearly, and correctly.

Two situations have been done for you. First, copy the examples.

### Situation 1:

Dayu, Udin and Lina are in front of the classroom, reminding each other that they should do the chores before they go to school.

The conversation:

Lina: "My mom makes me do the housework before I go to school."

Dayu: " \_\_\_\_\_."

Udin: " \_\_\_\_\_."

Your written preparation:

### *Situation 1:*

*Dayu, Udin and Lina are in front of the classroom, reminding each other that they should do the chores before they go to school.*

*The conversation:*

*Lina: "My mom makes me do the housework before I go to school."*

*Dayu: "I think you should. Your mom is right. You are a teenager now."*

*Udin: "I agree with you, Dayu. Our home is our home. If we live there, we should take care of it ourselves,"*



## Collecting Information

### Situation 2:

Beni, Edo, and Udin are sitting in the library during the break. The furniture is dusty. The books and the newspapers on the big table are messy.

Edo: "Don't you think that our library looks dirty and messy?  
Let's do something to make it more tidy."

Beni: " \_\_\_\_\_."

Udin: " \_\_\_\_\_."

### Your written preparation:

#### *Situation 2:*

*Beni, Edo, and Udin are sitting in the library during the break. The furniture is dusty. The books and the newspapers on the big table are messy.*

#### *The conversation:*

*Edo: "Don't you think that our library looks dirty and messy?  
Let's do something to make it more tidy."*

*Beni: "Why not? What if you dust the furniture, I tidy up the table, and Udin sweep the floor?"*

*Udin: "I agree with you. But let's ask Ibu Tuti, our librarian, for permission first."*

### Situation 3:

Dayu, Siti, Edo are sitting under a tree eating their lunch they have brought from home.

Dayu: "I bring my lunch from home every day. I think everybody should bring lunch to school. This saves a lot of money".

Siti: " \_\_\_\_\_."

Edo: " \_\_\_\_\_."



## Collecting Information

### Situation 4:

Dayu's mother was angry with her because she came home late yesterday.

Dayu: "My mom was a bit angry with me because I got home too late yesterday, at three p.m. I went to the book shop, but I did not tell her".

Beni: " \_\_\_\_\_."

Lina: " \_\_\_\_\_."

### Situation 5:

Siti, Udin, Lina are planning to walk to the hill next Sunday morning.

Siti: "What if we walk to the hill for exercise next Sunday morning. We should have enough exercise to be healthy".

Udin: " \_\_\_\_\_."

Lina: " \_\_\_\_\_."

### Situation 6:

Edo, Dayu, and Lina are planning to visit their teacher, Mr. Sidin, who has been in hospital for two days.

Siti: "Mr Sidin is sick and has been in hospital for two days. Why don't we go and see him this afternoon".

Udin: " \_\_\_\_\_."

Lina: " \_\_\_\_\_."



## Reflecting

I will lead you to reflect on what you are learning now. Complete the statements in the box. Hand-write your answers. Then present them to the class orally.



Now I know that

- we can give suggestions by saying ....
- we can agree with a suggestion by saying ....
- we can disagree with a suggestion by saying ....



## Associating



You have learned to give suggestions, or *seharusnya* in Bahasa Indonesia, with the modal verb 'should' and some other expressions. Now you will learn to state a strong necessity, or *harus*, such as in rules. Dayu, Siti, Edo, and Udin are telling us some rules of their school. They are telling us what the students **must do** and **must not do** during the school hours. Let's read and say their sentences together, loudly, clearly, and correctly. First, repeat after me.



We **must** wear a uniform everyday. From Monday to Thursday we **must** wear the batik shirt. The girls **must** wear a black skirt, and the boys **must** wear a pair of black pants. On Friday we **must** wear the Scout uniform. We **must** wear proper shoes. We **must not** wear sandals, a T-shirt, or a casual wear at any place and at any time during the school hours.





## Associating



We **must not** be late to school. We **must** come on time to class and to the flag ceremony. If we are late, we **must** wait outside the gate. We **must not** come in until the security guard gives us permission. We **must** sign a paper before we come to class. If we cannot come on time for any reason, we **must** hand in a notice from our parents to the principal.



We can learn well if the classroom is clean and tidy. So, we **must** keep our classroom clean and tidy. We **must not** litter. We **must** put the garbage in the garbage bin. We **must not** write or draw anything on the desks and on the walls. We **must** sweep the floor and dust the teacher's desk and the shelf everyday.



## Associating



We can learn if the class is not noisy. My friends and I know very well that we **must not** be noisy. We **must** respect our friends who are working seriously. We **must not** chat and talk very loudly in class. We **must** keep our voice low. We **must not** play around. We **must** work at our desks most of the time.



## Associating

Work in your group. Identify the rules stated by the four students.

Hand-write your sentences on a piece of paper. Underline every verb which shows you what the students must or must not do. Make sure you know the meaning of every word and spell it correctly.

As examples, Siti's sentences have been rewritten here for you. First, copy them.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.



*We know from Siti the following rules in the school.*

1. The students must wear a uniform everyday.
2. From Monday to Thursday they must wear the batik shirt.
3. he girls must wear a black skirt.
4. The boys must wear a pair of black pants.
5. On Friday they must wear the Scout uniform.
6. They must wear proper shoes.
7. They must not wear sandals, a T-shirt, or a casual wear at any place and at any time during the school hours.



## Communicating



When you read or hear a suggestion or a rule, you may agree or disagree with it. Let's study the two conversations below. First, play the roles of the speakers. Say the speakers' sentences loudly, clearly, and correctly. Use a dictionary. If you have any problems, come to me.

Lina: I don't feel well. I'm catching a cold.

Udin: You should go to the doctor.

Beni: **I don't think that's a good idea.** What you need is just take a good rest and drink a lot of fresh water.

Siti: **I agree with Udin.** You should go to the doctor. You look very pale. You need to take medicine soon.

Edo: **I don't agree with you Siti.** You must not take too much medicine. You just need a good rest, much fresh water and fruit. Eat only healthy food.

Dayu: I think the best way to do is go home, Lina. Your mom and dad know better what you should do.



## Communicating

Siti: There is a rule for girls in a certain culture in South America. Girls must have long hair. They must not cut their hair short above the shoulders.

Udin: **I agree with the rule.** Short hair is for boys.

Lina: **I don't think so.** I don't agree with the rule. People are free to choose what they like. Hair is a personal matter.

Dayu: **I think so.** I don't like long hair, but my sister likes long hair very much.

Edo: But you may look more beautiful with long hair. I think girls look better with long hair. Boys look better with short hair.

Beni: Let's take it this way. The rule may not be suitable in our culture. But it may be necessary in their culture.



## Communicating



Work in your group. Discuss the following suggestions and rules. Everyone is free to agree or disagree with a statement, but give your reasons and arguments for your position. Use a dictionary. If you have any problems, come to me.

For each statement, write down who in your group agree or disagree with it, with appropriate arguments. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

Then, put it on the wall so that the others in your class can see your points. Discuss your points with them.

1. *Children must not watch TV before they go to school.*
2. *Children should use handphones to school for their safety.*
3. *Students must buy food and drinks in the school canteen.*
4. *Students should take the English tutoring class after school.*
5. *Boys should not play with a doll, and girls should not play with a toy car.*



## Communicating

In your journal, write your reflection about your learning this chapter.



### My Journal

I have just learnt to

---

---

---

The activities I like most were

---

---

---

The activities I found most difficult were

---

---

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What I need to do better is/are

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**“In order to be big, you have to think big. If you think small, you’re going to be small.”**

CHEF EMERIL LAGASSE in Cigar Aficionado  
In Reader’s Digest, December 2006, p. 65





# CHAPTER

## What should I do that for?



I will learn

- to tell or ask others to do and not to do something

- to state the purpose or intention to do it



You will listen to Udin, Dayu, Lina, Beni, Edo, and Siti talking. Edo and Siti have been late to school a number of times lately for different reasons. Dayu, Beni, Siti, and Udin tell them what to do and what not to do so that they will not be late again.

Listen to what they say carefully.

I will dictate the conversation to you, turn by turn.  
Repeat after me, then hand-write the conversation on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.



Underline the actions in progress now, at the time of speaking.  
While you are writing each sentence, say the sentences loudly, correctly and clearly.



## Observing & Questioning

Dayu is having diarrhea today, and she is too weak to go to school, so she is staying at home. After the class, Udin, Lina, Beni, Edo, and Siti come to visit Dayu at home. Play the roles of the speakers, one part at a time. Say the speakers' sentences correctly and clearly. First, repeat after me.



- Siti: Hi Dayu, how are you? Mr. Ahmad said you were not in class today because you have diarrhea. Have you taken any medicine yet?
- Dayu: Yes, I have. But it only helps a little.
- Siti: Maybe you just **have to** take some rest **in order to** get well soon. Just **stay** in bed **to let** the medicine work to ease your diarrhea.



## Observing & Questioning

Dayu: Right. In fact I'm too weak to get up. I feel very tired and sleepy. I have been to the toilet many times today and I have lost a lot of water.

Edo: Poor you. You **need to drink** a lot of water **so that** you will not get dehydrated. **Take** 'oralit' salt water **in order to** replace the water you have lost.

Dayu: Yes, I have taken five sachets of 'oralit' since morning, and that really helps. But I only have one sachet left.

Beni: **Should** we go to the drug store and buy some for her, Siti?

Siti: Actually we **can make** such water ourselves with water, sugar and salt.

Dayu: That's a good idea. The closest drug store is quite far from here.

Udin: Or you **can** try guava leaves. In fact I have brought some for you. The taste is terrible but it stops your diarrhea.

Dayu: **No way.** I have tried it once and I could not stand the taste. It was very bitter.

Udin: You are right. I can't stand the taste either.

Dayu: Actually, this is a good lesson for me. I never care about what I eat.

Beni: I've noticed that, Dayu. I saw you eat a guava but you didn't wash it first. Listen everybody, **never forget** to wash your fruits and vegetables before you eat them **so that** you will not take any germs into your stomach.

Dayu: Yes, Boss. You are right. We should always clean our food well. I **should** be more careful now.



## Observing & Questioning

Lina: And, Dayu often buys foods from the street vendors. I think we all know that the foods are not always covered properly, and the bowls or the plates to serve the foods are not always washed properly either.

Dayu: I know. But, **where should I get** such nice foods?

Edo: I think you **need to bring** your lunch from home. Home food is healthy, and you **can** also save your money for more useful things.

Dayu: That's very true.

Lina: Dayu, you look very pale. I think you **need** to see the doctor soon **in order to get** the right medicine for your diarrhea. You **should** not take the diarrhea lightly.

Dayu: No, I shouldn't. Actually, my mom is on the way from her office. She is going home early in order **to take** me to the hospital. I hope I will be in the right hands soon.

Beni: You will, I'm sure.

I will ask you what Lina, Udin, Edo, Siti, and Beni say to tell Dayu to do and not to do in order to recover from her diarrhea. You will answer my questions orally, too. Listen carefully. First, repeat the examples after me.





## Collecting Information



Work in your group. There are some situations where Dayu, Siti, Lina, Edo, Beni, and Udin talk and ask what to do and what not to do.

Think of what you would say if you were them, and put it to complete the sentences below. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Use a dictionary. If you have any problems come to me.

One situation has been done for you. First, copy the example.

### Situation 1:

Dayu, Udin and Lina are in the classroom. They see some trash around.

#### The conversation:

Lina: "Look! The trash is everywhere. The classroom is very dirty."

Dayu: "\_\_\_\_\_." (what to do)

Udin: "\_\_\_\_\_." (what not to do)

Your written preparation:

### Situation 1:

Dayu, Udin and Lina are in the classroom. They see some trash around. They remind each other of what to do and what not to do.

#### The conversation:

Lina: "Look! The trash is everywhere. The classroom is very dirty."

Dayu: "Pick up the trash and put them in the bin." (what to do)

Udin: "Don't burn the trash, it will cause air pollution." (what not to do)



## Collecting Information

### Situation 2:

Edo, Dayu, and Lina are going to have a flag ceremony in their school.

Siti: "It's nearly 7 o'clock now. Remember, we have a flag ceremony today."

Udin: "\_\_\_\_\_." (what to do)

Lina: "\_\_\_\_\_." (what not to do)

### Situation 3:

Dayu, Siti, and Edo are sitting in the canteen during the break to have their lunch.

Dayu: "I'm very hungry, let's get something for lunch."

Siti: "\_\_\_\_\_." (what to do)

Edo: "\_\_\_\_\_." (what not to do)

### Situation 4:

Class is over now. Udin, Beni, and Lina are going home.

Udin: "Well friends, it's time to go home."

Beni: "\_\_\_\_\_." (what to do)

Lina: "\_\_\_\_\_." (what not to do)

### Situation 5:

Siti, Udin, and Lina are shopping in the traditional market.

Siti: "I need some chicken."

Udin: "\_\_\_\_\_." (what to do)

Lina: "\_\_\_\_\_." (what not to do)



## Collecting Information

Work in your group. Think of what you can tell and ask your friends what to do or not to do in relation to:

1. the bedroom
2. the bathroom
3. the meal
4. the classroom
5. the school yard
6. an extra-curricular activity
7. a park
8. Mother's Day.

Please use *should, can, have to, must, an imperative sentence*.

Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

Two situations have been done for you. First, copy the examples.

Then, present your sentences in front of the class. Say your sentences loudly, clearly, and correctly.



1. *The bedroom*
  - a. *You have to make your bed before you go to school.*
  - b. *You should not leave your bedroom with the light on.*
  - c. *Do I have to sweep it everyday?*
2. *The bathroom*
  - a. *You should clean your bathroom at least once a week.*
  - b. *Your bathroom must not be slippery. It is dangerous.*
  - c. *What should I use to clean the bathroom?*





## Collecting Information



Here are Udin, Lina, Beni, Edo, and Siti sitting together again. They are talking about things to do and not to do and the purposes.

Work in your group. Think of what the second person would say to tell the first person to do or not to do something and the purpose. Handwrite your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

Use a dictionary. If you have any problems, come to me.

Then, play the roles of the speakers. Say the speakers' sentences loudly, clearly, and correctly.

### Dialogue 1

Beni: "Remember that Dayu got diarrhea because she did not wash the fruit before she ate it."

Lina: " \_\_\_\_\_."

### Your written preparation:

#### Dialogue 1

Beni: "Remember that Dayu got diarrhea because she did not wash the fruit before she ate it."

Lina: "So, you should always wash your fruit before you eat it so that you will not get diarrhea."

#### Dialogue 2

Siti: "Edo catches a cold easily because he never has enough exercise everyday."

Udin: " \_\_\_\_\_."



**Dialogue 3**

Edo: "I feel sore all over my body."

Dayu: " \_\_\_\_\_."

**Dialogue 4**

Siti: "I exercise before I go to school so I often come late to school."

Lina: " \_\_\_\_\_."

**Dialogue 5**

Beni: "There are so many mosquitoes in my house. I feel so annoyed."

Edo: " \_\_\_\_\_."

**Dialogue 6**

Lina: "We have too much unrecyclable stuff everywhere."

Edo: " \_\_\_\_\_."



## Reflecting

I will lead you to reflect on what you are learning now. Complete the statements in the box.



Now I know that 'should', 'have to', 'must', or an *imperative sentence* is used:

- to tell someone to do something, for example....  
(get some examples from the text you have learned)
- to tell someone **not** to do something, for example....
- to ask someone what to do or not to do, for example ...





## Associating



You have learned to tell someone to do or not to do something. Now you will learn to state *the purpose* of doing or not doing something.

Siti, Udin, Lina dan Edo are telling us how to keep our body healthy. They are telling us what to do and what not to do and the purposes.

Say their sentences loudly, clearly, and correctly.

First, repeat after me.



We need to have proper food **to** keep our body healthy. We need to have vegetable, fruit, rice, meat, fish, egg, tofu and tempe. Don't skip breakfast **so that** you have energy to do your activities during the day. Remember, you should not eat too much fatty food.



## Associating



Regular exercise is good for your health, too. We can jog **to** have stronger lungs. We can also swim **in order to** have strong muscles. Swimming is also good **to** stay in shape. Remember, always do a warm up before doing any exercise **to** avoid muscle injury.



Many kinds of instant foods are not good for your health. They may contain dangerous chemicals, like MSG, preservatives, and artificial colours. We should not eat too much instant food **so that** we will not get serious diseases. **In order to** stay healthy, we should eat a lot more healthy home-made foods.



## Associating



**In order to** be healthy we should keep our home and school clean. We should sweep and mop the floors **to** get rid of the dirt. We have to wash our bath tub regularly **so that** mosquitoes don't lay their eggs there. We should wash the dishes right away after meals **to** prevent harmful bacteria and dirty animals.



## Associating

Work in your group. Write down the purpose of doing or not doing each of the activities suggested by Siti, Udin, Lina and Edo.

Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

The first one has been done for you. First, copy the example.

Then, present your sentences to your friends orally. Say each sentence loudly, clearly, and correctly.



1. According to Siti,

a. We need to eat various kinds of healthy food \_\_\_\_\_  
\_\_\_\_\_.

b. We should have breakfast \_\_\_\_\_  
\_\_\_\_\_.

### Your written preparation:

1. *According to Siti,*

a. *we need to eat various kinds of healthy food to keep our body healthy.*

b. *we should have breakfast so that you have energy to do our activities during the day.*



## Associating

2. Edo says that

a. *we have to jog regularly* \_\_\_\_\_  
\_\_\_\_\_.

b. *we should swim, too* \_\_\_\_\_  
\_\_\_\_\_.

c. *we have to warm up* \_\_\_\_\_  
\_\_\_\_\_.

3. In Lina's opinion,

a. *we should not eat too much instant food* \_\_\_\_\_  
\_\_\_\_\_.

b. *we should eat home-made foods* \_\_\_\_\_  
\_\_\_\_\_.

4. Udin suggests that

a. *we should always clean our home and school* \_\_\_\_\_  
\_\_\_\_\_.

b. *we should sweep and mop the floor* \_\_\_\_\_  
\_\_\_\_\_.





## Associating

c. *we have to wash our bath tub regularly* \_\_\_\_\_  
\_\_\_\_\_.

d. *we should wash the dishes right away after meals* \_\_\_\_\_  
\_\_\_\_\_.



## Associating



Work in your group. Think of what the first person would likely ask concerning the purpose of doing the action stated by the second person. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

Use a dictionary. If you have any problems, come to me.

Siti's part has been done for you. First, copy the examples.

Then, play the roles of the speakers. Say the speakers' sentences loudly, clearly, and correctly.

### Siti's part

#### **Dialogue 1**

Lina: " \_\_\_\_\_?"

Siti: "To keep our body healthy."

#### **Dialogue 2**

Udin: " \_\_\_\_\_?"

Siti: "So that you have energy to do our activities during the day."



Associating

### **Your written preparation:**

#### **Siti's part**

##### **Dialogue 1**

Lina: "What for do we need to eat various kinds of healthy food?"

Siti: "To keep our body healthy."

##### **Dialogue 2**

Udin: "What should we have breakfast for?"

Siti: "So that we have energy to do our activities during the day."

#### **Udin's part**

##### **Dialogue 1**

Dayu: " \_\_\_\_\_ ?"

Udin: "To have stronger lungs."

##### **Dialogue 2**

Beni: " \_\_\_\_\_ ?"

Udin: "So that we have stronger muscles."

##### **Dialogue 3**

Siti: " \_\_\_\_\_ ?"

Udin: "In order to avoid muscle injury."



## Associating

### Lina's part

#### Dialogue 1

Siti: " \_\_\_\_\_ ?"

Lina: "In order not to get serious diseases."

#### Dialogue 2

Edo: " \_\_\_\_\_ ?"

Lina: "So that we will stay healthy."

### Edo's part

#### Dialogue 1

Siti: " \_\_\_\_\_ ?"

Edo: "So that we will stay healthy."

#### Dialogue 2

Dayu: " \_\_\_\_\_ ?"

Edo: "In order to get rid of the dirt."

#### Dialogue 3

Lina: " \_\_\_\_\_ ?"

Edo: "So that there are no mosquitos in our house."

#### Dialogue 4

Beni: " \_\_\_\_\_ ?"

Edo: "To prevent bacteria and animals from coming."



## Reflecting

I will lead you to reflect on what you are learning now. Complete the statements in the box.



Now I know that 'so that', 'in order to', or 'to' are used to state the purpose of doing something, for example .... (get some examples of using each conjunction from the text you have learned)

- we use "What for ...", for example ...

Or

- "What ... for." For example ...





Work in your group. Now it is your turn to work in your group to tell each other **to do** or **not to do** things in the following situations.

- 1) In the kitchen
- 2) In the library
- 3) In the market

In each situation, tell each other to do two things and not to do two things. Make sure you state the *purpose* of 'doing' or not doing them.

Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Use a dictionary. If you have any problems, come to me.



## Communicating

In your journal, write your reflection about your learning this chapter.



### My Journal

I have just learnt to

---

---

---

The activities I like most were

---

---

---

The activities I found most difficult were

---

---

---

What I need to do better is/are

---

---

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**“You never really learn much from  
hearing yourself talk.”**

GEORGE CLOONEY in Entertainment Weekly  
In Reader’s Digest, December 2006, p. 65





# CHAPTER

Be healthy, be happy.

# IV



I will learn

- to choose healthy and safe products
- to avoid harmful effects
- to get the best results



## Observing & Questioning



Work in your group. Look closely at the label of Pinux and Sipalas. Use the given tables to identify the different kinds of information about the drugs available on the label.

For any available information, put 'Yes' in the 'Available?' column, then write the information in the corresponding cell. For any information that is not available, put 'No' in the 'Available?' column, then write 'Not available'.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

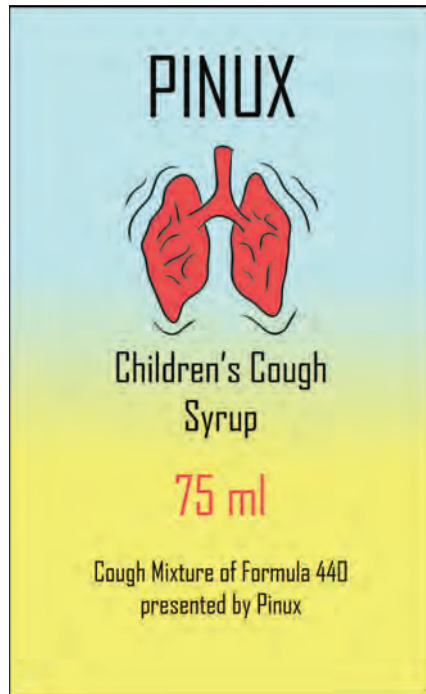
While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The analysis of the label of Pinux has been done for you as an example. First, copy the example.



## Observing & Questioning



NO.	FACTS	AVAILABLE?	STATEMENTS
1	The drug	Yes	Children's cough syrup
2	Description	Yes	Cough mixture of formula 440
3	Content/Amount	Yes	75 ml
4	Use(s)	No	Not available.
5	Directions to use & dosage	Yes	Use medicine according to physician's instructions.
6	Directions to store	Yes	- Keep it in moderate temperature. - Keep away from children.
7	Expiration date	No	Not available.



## Observing & Questioning

**Drug Facts**

**Active ingredient** (in each 5 mL = 1 teaspoonful) **Purpose**  
Acetaminophen 160 mg Pain reliever/fever reducer

**Uses** temporarily relieves minor aches and pains due to:  
 ■ the common cold ■ flu ■ headache ■ sore throat ■ toothache  
 ■ temporarily reduces fever

**Warnings** **Sore throat warning:** if sore throat is severe, persists for more than 2 days, is accompanied or followed by fever, headache, rash, nausea or vomiting, consult a doctor promptly.

**Do not use** ■ with any other product containing acetaminophen.

**When using this product** ■ **do not exceed recommended dose** (see overdose warning)

**Stop use and ask a doctor if** ■ new symptoms occur ■ redness or swelling is present ■ pain gets worse or lasts for more than 5 days ■ fever gets worse or lasts for more than 3 days

**Keep out of reach of children.**

**Overdose Warning:** Taking more than the recommended dose (overdose) may cause liver damage. In case of overdose, get medical help or contact a Poison Control Center right away. Quick medical attention is critical even if you do not notice any signs of symptoms.

**Directions** ■ do not take more than directed (see overdose warning). ■ if needed, repeat dose every 4 hours or as directed by a doctor ■ do not give more than 5 doses in 24 hours

children under 2 yrs (under 24 lbs)	ask a doctor
children 2-3 years (24-35 lbs)	1 teaspoonful (5 mL)
children 4-5 years (36-47 lbs)	1 1/2 teaspoonfuls (7.5 mL)
children 6-8 years (48-59 lbs)	2 teaspoonfuls (10 mL)
children 9-10 years (60-71 lbs)	2 1/2 teaspoonfuls (12.5 mL)
children 11 years (72-95 lbs)	3 teaspoonfuls (15 mL)
adults & children 12 years & older	4 teaspoonfuls (20 mL)

**Other information** Store at room temperature 20°-25° C (68°-77° F)

**Inactive ingredients:** citric acid, D&C red no. 33, FD&C red no. 40, cherry flavor, methylparaben, propylene glycol, saccharin sodium, sodium benzoate, and purified water.

**Questions** ☎ 888-974-5279

**SIPALAS**

Acetaminophen  
**Liquid**  
PAIN RELIEVER - FEVER REDUCER

Alcohol Free  
Aspirin Free  
Sugar Free

473 ml  
DO NOT USE IF TAMPER EVIDENT  
SAFETY SEAL AROUND CAP IS  
BROKEN OR MISSING

NO.	FACTS	AVAILABLE?	STATEMENTS
1	The drug	Yes	Acetaminophen Liquid
2	Description	Yes	1) Pain reliever 2) Fever reducer 3) Alcohol free 4) Aspirin free 5) Sugar free
3	Content/Amount		
4	Use(s)		
5	Directions to use & Dosage		
6	Directions to store		
7	Expiration date		



## Observing & Questioning

Work in your group. Use the same table to identify the facts about Anidan and Sina-Spritz available on the labels.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Use a dictionary. If you have any problems, come to me.



**ANIDAN**  
PARACETAMOL TABLETS

**FOR RELIEF FROM:**

Cold and flu symptoms	Headache
Feverishness	Period pain
Aches & pains	Rheumatic pain
Migraine	Neuralgia
	Sore throat

Do not take with any other paracetamol containing product

Immediate medical advice should be sought in the event of an overdose even if you feel well

**KEEP ALL MEDICINES OUT OF THE SIGHT \* REACH OF CHILDREN**

Contains Paracetamol

**EACH TABLET CONTAINS**  
Paracetamol Ph Eur 500mg

**DOSEAGE:**  
Adults the elderly and young people aged 12 years of age or over: Take 2 tablets with a drink of water.  
Repeat every 4 hours as required

**DO NOT TAKE MORE THAN 8 TABLETS IN 24 HOURS**

Children 6 to 12 years of age: Take 1/2 to 1 tablet with a drink of water.  
Repeat every 4 hours as required.

**DO NOT TAKE MORE THAN 4 TABLETS IN 24 HOURS**

In symptoms persist for more than 3 days, consult your doctor

**DO NOT GIVE TO CHILDREN AGED UNDER 6 YEARS**



**SINA - SPRITZ**

**INSTANT HAND DEGERMER**

Kills 99.99% of *E. coli*, *Salmonella enterica* and *Staphylococcus aureus* (MRSA) in 15 seconds.



**ENHANCED WITH MOISTURIZERS**

**DANGER: FLAMMABLE**  
KEEP OUT OF REACH OF CHILDREN  
KEEP AWAY FROM FIRE OR FLAME  
FOR EXTERNAL USE ONLY

See other cautions on opposite panel of label

**NET CONTENTS: 4 fl. oz. (118 ml)**



## Observing & Questioning



A label is a written work and therefore uses the rules of written English. To present it *orally*, you certainly need to use the rules of spoken English.

Study how Edo and Siti present the analysis of the labels of Pinux and Sipalas orally in front of the class.

Look closely at the differences between the written version and the oral version to state the facts.

Then, in your group, practice presenting the information in the label orally. Say every word loudly, clearly, and correctly. First, repeat after me.



<b><u>The drug</u></b>	<b>The drug</b> is children's cough syrup.
<b><u>Description</u></b>	<b>It is</b> cough mixture of formula 440.
<b><u>Content/Amount</u></b>	<b>The package contains</b> seventy millilitres of cough syrup.
<b><u>Use(s)</u></b>	<b>There is no information about the uses of the drug.</b>
<b><u>Directions to use &amp; Dosage</u></b>	<b>These are the directions and the dosages to use the drug.</b> 1) Use medicine according to the physician's instructions. 2) There is no information about the dosage.
<b><u>Directions to store</u></b>	<b>These are the directions to store the drug.</b> 1) Keep it in moderate temperature. 2) Keep away from children.
<b><u>Expiration date</u></b>	<b>There is no information about the expiration date.</b>



<b><u>The drug</u></b>	<b>The drug is</b> children's Acetaminophen Liquid.
<b><u>Description</u></b>	<b>It is</b> pain reliever, fever reducer, alcohol free, aspirin free, and sugar free.
<b><u>Content/ Amount</u></b>	<b>The package contains</b> four hundred and seventy three millilitres or one pint.
<b><u>Use(s)</u></b>	<b>The drug is used</b> to relieve minor aches and pains due to the common cold, flu, headache, sorethroat, and toothache. It also temporarily reduces fever.
<b><u>Directions to use &amp; Dosage</u></b>	<b>These are the direction and the dosage to use the drug.</b> <ol style="list-style-type: none"><li>1) Do not take more than directed (see overdose warning).</li><li>2) If needed, repeat dose every four hours or as directed by a doctor.</li><li>3) Do not give more than five doses in twenty four hours.</li><li>4) Children under two years (under twenty four pounds): one teaspoonful (five millilitres)</li><li>5) Children two to three years (twenty four to thirty five pounds): one and a half teaspoonful (seven and a half millilitres)</li><li>6) Children four to five years (thirty six to forty seven pounds): two teaspoonful (ten millilitres)</li></ol>
<b><u>Directions to store</u></b>	<b>There is only one directions to store the drug.</b> <ol style="list-style-type: none"><li>1) Keep out of reach of children.</li></ol>
<b><u>Expiration date</u></b>	<b>There is no information about the expiration date.</b>





## Observing & Questioning

Here you will practise presenting the labels of Anidan and Sina-Spritz in front of the class. Use the presentation guide below to guide you to do the task. Say every word loudly, clearly, and correctly.



<b>Facts</b>	<b><u>You start the statement about the facts by saying</u></b>
<b>The drug</b>	The drug is ...
<b>Description</b>	The drug is ...
<b>Content/Amount</b>	The package contains ...
<b>Use(s)</b>	The drug is used to cure ...
<b>Directions to use &amp; Dosage</b>	These are the direction and the dosage to use the drug: ...
<b>Directions to store</b>	These are the directions to store the drug: ...
<b>Expiration date</b>	The drug must not be used from ... (or) no date is available in the label.



## Reflecting



I will lead you to reflect on what you are learning now. Complete the statements in the box.

Now I know that when we buy a medicine, it is very important to read the facts about the medicine on the label very carefully.

- On the label we know different kinds of information, such as ....
- I have learnt many new words, that is, ...





Associating

You have learnt to read the labels on drug packaging. Now, you will learn the labels on food/drink packaging. Work in your group. Study the label of Kraton Tea and the analysis below.



## KRATON TEA

*FOR THE PERFECT CUP OF TEA*

*Use 1 bag per cup.*

*Pour fresh bubbling water over tea bag.*

*Step 3 for 5 minutes and remove tea bag.*



*FOR INFORMATION*

*CALL TOLL FREE*

*1-777-546-3021*

*Net weight 60 ml*

*best before*



## Associating



You will focus your attention only on the following facts.

1. The name of the product
2. The description about the product
3. The content or amount of the product in the package
4. The ingredients of the product
5. The direction to use the product
6. The direction to store the product
7. The expiration date of the product

First, copy the example. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.



Associating

### Kraton Tea

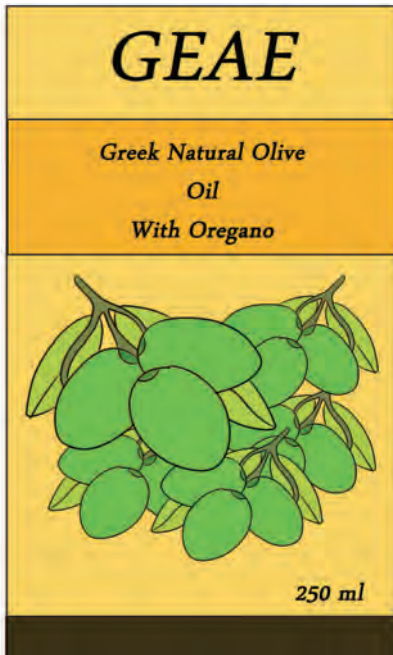
NO.	FACTS	STATEMENTS
1	<b>Name of the product</b>	Kraton tea
2	<b>Content/Amount</b>	Net weight 60ml
3	<b>Description</b>	For the perfect cup of tea
4	<b>Ingredients</b>	-
5	<b>Directions to use</b>	<ul style="list-style-type: none"><li>• Use 1 bag per cup.</li><li>• Pour fresh bubbling water over tea bag.</li><li>• Steep for 3 to 5 minutes</li><li>• and remove tea bag.</li></ul>
6	<b>Directions to store</b>	Not available.
7	<b>Expiration Date</b>	Best before (no date available)

Then, complete the analysis of the label of Geae Greek Natural Olive Oil.





Associating



Gaea Greek Natural Olive Oil

NO.	FACTS	STATEMENTS
1	Name of the product	Greek natural olive oil with oregano
2	Content/Amount	
3	Description	
4	Ingredients	
5	Directions to use	
6	Directions to store	
7	Expiration Date	



Associating

Work in your group. Here you will practise presenting the labels of Kraton Tea and Geae Greek Natural Olive Oil orally.

Use the presentation guide below to guide you to do the task. Say every word loudly, clearly, and correctly.



### **Presentation Guide**

<b><u>Facts</u></b>	<b><u>Start by saying</u></b>
<b>Name of the product</b>	The name of the product is ...
<b>Content/Amount</b>	The package contains ...
<b>Description</b>	The package is ...
<b>Ingredients</b>	The product is made from ...
<b>Directions to use</b>	These are the direction and the dosage to use the product: ...
<b>Directions to store</b>	These are the directions to store the product: ...
<b>Expiration date</b>	The product must not be used from ... (or) no date is available in the label.



## Associating



Work in your group. You will analyse the labels on the packaging of the three products below. Focus your attention only on the seven most important facts below.

1. The name of the product
2. The description about the product
3. The content or amount of the product in the package
4. The ingredients of the product
5. The direction to use the product
6. The direction to store the product
7. The expiration date of the product

Hand-write your work on a piece of paper. Make sure you know the meaning of every word, how to spell and say them. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.





Associating

## **STALLE'S BAKERY**

### **Wheatgerm Bread Medium Sliced 800g**

Ingredients: Wheat Flour, Water, Wheatgerm (11%), Yeast, Salt, Wheat Protein, Vinegar, Fermented Wheat Flour, Barley Flour, Soya Flour, Emulsifier: E472e (made from Vegetable Oils), Vegetable Fat, Barley Fibre, Flour Treatment Agent: Ascorbic Acid (Vitamin C).

Nutrition	Per 100g	Per Slice 25g
Energy	947kJ 224 kcal	237kJ 56 kcal
Carbohydrate	38.6g	9.7g
of which sugars	3.1g	0.8g
Fat	2.2g	0.5g
of which saturates	0.4g	0.1g
Fibre	5.3g	1.3g
Sodium	0.39g	0.10g
Equivalent as salt	0.96g	0.24



Use By:  
19.10.13

Price £ 1.35

**UNIT 56, TOOTSWOOD INDUSTRIAL ESATE,**



Associating

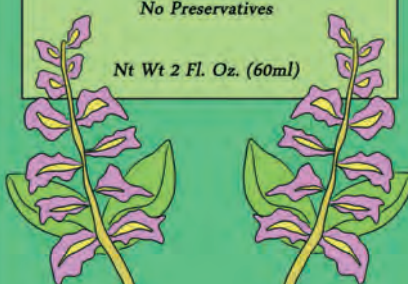
**Dr. Morcalo**

**NOVEL TEA**  
100 % Organic  
Tulsi Tea Extract

*Full flavor, Antioxidant tea, In An Airless-Pump To Ensure Freshness*

*Caffeine Free  
No Artificial Color  
No Artificial Flavors  
No Preservatives*

Net Wt 2 Fl. Oz. (60ml)



**Nutrition Facts**

Serving Size: 3 pumps (60ml) ml  
Servings per Container: about 30

Amount Per Serving	% DV*
Calories 0	
Total Fat 0g	0%
Sodium 0 mg	0%
Total Carbohydrates 0 mg	0%
Protein 0 g	

Not a significant source of calories from fat, saturated fat, trans fat, cholesterol, dietary fiber, sugars, vitamin A, vitamin C, calcium or iron.

\*Percent Daily values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

**Ingredients:** Organic Tulsi extract (water, Tulsi leaf).

**Directions:** Add 3 pumps of organic Tulsi Tea extract to one cup of water (8 ounces) hot or cold. Before using the first time, you must prime the pump. This may take as many as 25-50 pumps initially.

**Warning:** Extract may stain your skin and clothes.

**STORE IN A COOL, DRY PLACE.**

Manufactured for:  
Mercola Health Resources, LLC  
200 West Higgins Road  
Waltham, MA 02159  
www.mercola.com  
(847) 252-4333


57334-202 / 2169961

**Certified Organic by:**  
Florcert Canada, 1 Livest, QC, QCV 524

**Manufactured in Canada**



**FARM HOUSE**



**No Chemicals  
No Additives**

[www.cfgfarmhouse.com](http://www.cfgfarmhouse.com)

**OATMEAL BREAD**

**INGREDIENTS:**  
Stone ground organic whole grain wheat flour, organic oat flakes, water, honey, yeast, salt

**Nutrition Facts**

Serving Size: 1 slice  
Servings per Container: 16

Amount per Serving	% Daily Value
Total Fat 8.7mg	2 %
Saturated Fat 0	0 %
Trans Fat 0	0 %
Cholesterol 0	0 %
Sodium 23g	8 %
Total Carbohydrate 30g	6 %
Dietary Fiber 3g	12 %
Sugars 4g	
Protein 3g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 2 %

Percent Daily Values are based on a 3,000 calorie diet. Your values may be higher or lower depending on your calorie needs.

NET WT. 1 lb 8 oz (680 g)





## Associating

Here you will present *orally* the three labels you have just analysed.

Use the presentation guide you have used before to guide you to do the task. Say every word loudly, clearly, and correctly.



## Communicating



It is a group project. Many drugs, foods and drinks available in the market in Indonesia, such as paracetamol, pain killers, instant noodle, coffee, tea, canned foods, canned fruits, have the packaging with a label containing facts written both in Bahasa Indonesia and English.

1. Go out and find at least two labels of foods and drinks.
2. Identify how each fact is stated in both languages, by using the analysis table.
3. Each one of you: practise presenting your findings orally in your group. Use the presentation guide to start stating each fact.
4. Present your analysis orally in front of the class.

Use a dictionary. Make sure you know the meaning of every word, how to spell and say them correctly.



## Communicating

In your journal, write your reflection about your learning this chapter.



### My Journal

I have just learnt to

---

---

---

The activities I like most were

---

---

---

The activities I found most difficult were

---

---

---

What I need to do better is/are

---


---

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# CHAPTER

## This is how you do it.

V



I will learn to use and make recipes and manuals

- to get the best results efficiently
- to avoid accidents, damage, unnecessary waste



## Observing & Questioning

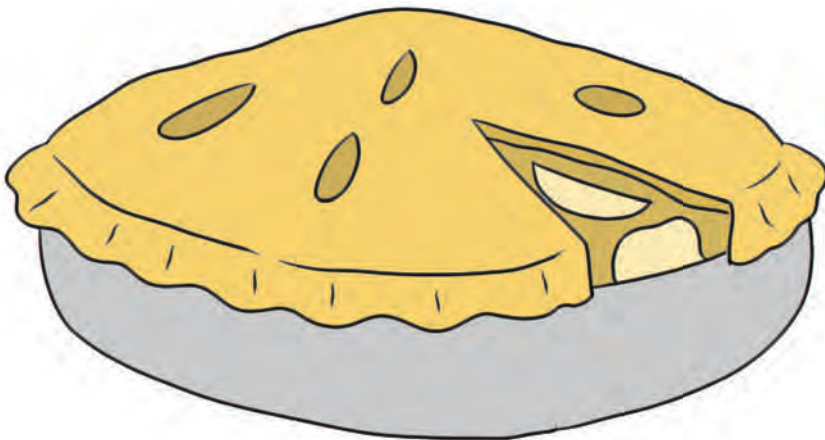


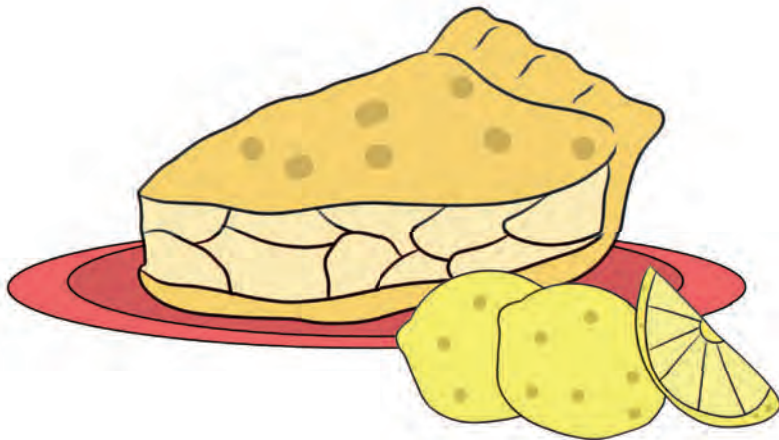
Here are two recipes, Novel Apple Pudding (Puding Apel) and Iced Fruit Cocktail With Condensed Milk (Es Teler).

Let's read the recipes together, one by one.

First, listen to me carefully.

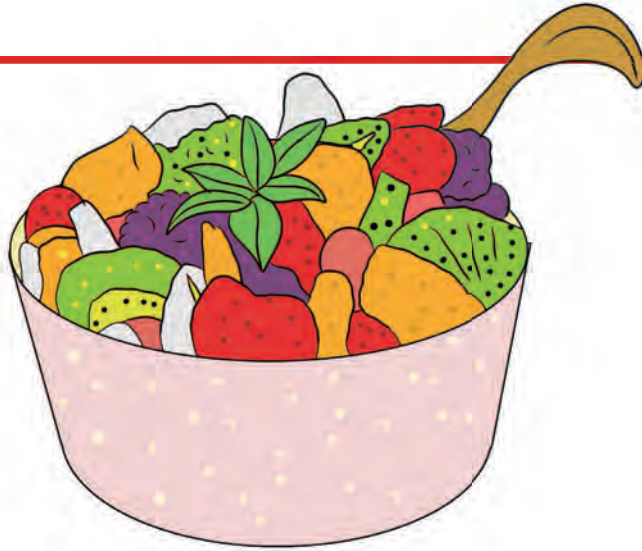
Then, repeat after me. Say the sentences loudly, clearly, and correctly.





### NOVEL APPLE PUDDING

Ingredients	Method
<p>4 green apples, peeled, cored and thickly sliced</p> <p><math>\frac{1}{4}</math> cup/45g self-raising flour, sifted</p> <p>60g butter or margarine, cubed</p> <p><math>\frac{1}{2}</math> cup/100g caster sugar</p> <p><math>1\frac{1}{4}</math> cups/300ml water</p>	<ol style="list-style-type: none"><li>1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine using fingertips.</li><li>2. Stir in sugar and water (mixture should be lumpy). Pour over apples.</li><li>3. Bake at 180oC for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.</li></ol> <p>Serves 6</p> <p>Preparation time 15 minutes</p> <p>Cooking time 60 to 70 minutes</p>



### ICED FRUIT COCKTAIL WITH CONDENSED MILK

*EsTeler*

150 g (1½ cups) sugar

2 pandan leaves, shredded lengthwise and tied in a knot

3½ tablespoons (50ml) water

400g ripe avocado, cut into 1-cm cubes

400g ripe jackfruit, deseeded and cut into 1-cm cubes

3 young coconuts, meat scraped out

crushed ice

condensed milk

1 To make syrup, combine sugar, pandan leaves and water in a small saucepan and heat the mixture for a few minutes over low heat until sugar dissolves. Cool syrup.

2 To serve this dessert, place generous spoonful of cubed avocado, jackfruit and young coconut into a serving bowl. Add a little syrup to sweeten, top with crushed ice and drizzle on a little condensed milk. Serve immediately.

Serves 4-6





## Observing & Questioning

Work in your group. Copy the two recipes into your recipe book. Handwrite it. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.





## Observing & Questioning



Work in your group. Use the analysis table below to analyse how to state each **INGREDIENT** in both recipes.

Hand-write your work. Underline the things. Some ingredients in each recipe have been analyzed for you. First copy the examples.

Make sure you spell every word correctly. Use the punctuation marks correctly, too. If you have any problems, come to me.

### Novel Apple Puding

Amount/ Number	Kind	<u>THING</u>	Action applied
4	green	<u>apples</u>	peeled, cored, and thickly sliced
¼ cup/45 g	self-raising	<u>flour</u>	sifted

### Iced Fruit Cocktail with Condensed Milk

Amount/ Number	Kind	<u>THING</u>	Action applied
150 g (1½ cups)		<u>sugar</u>	
2	pandan	<u>leaves,</u>	shredded lengthwise and tied in a knot



## Observing & Questioning



A recipe is a written work and therefore uses the rules of written English. To present it orally, you certainly need to use the rules of spoken English. Work in your group. Study the examples of how to present the ingredients orally. Look closely at the differences between the written version and the oral version of stating the ingredients.

First, copy the examples. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Then, in your group, practice presenting the ingredients to each other orally. Say every word loudly, clearly, and correctly. First, repeat after me.



## Observing & Questioning

### Novel Apple Pudding

Written	4	green	<u>apples</u>	peeled, cored, and thickly sliced
Oral	Four green apples. <b>Peel</b> them, <b>core</b> them, and then <b>slice</b> them thickly.			

Written	¼ cup/45 g	self-raising	<u>flour</u>	sifted
Oral	A quarter cup or forty-five grams <b>of</b> self-raising flour. <b>Sift</b> it.			

### Iced Fruit Cocktail with Condensed Milk

Written	150 g (1½ cups)		<u>sugar</u>	
Oral	One hundred and fifty grams or one and a half cup <b>of</b> sugar			

Written	2	pandan	<u>leaves</u>	shredded lengthwise and tied in a knot
Oral	Two pandan leaves. <b>Shred</b> them lengthwise. Then, <b>tie</b> them in a knot.			



**As shown in the examples, when you present an ingredient orally,**

**1) you use 'of' between the unit and the thing.**

- |                            |    |   |
|----------------------------|----|---|
| ¼ cup ... sugar            | >> | A quarter cup <b>of</b> self-raising flour    |
| 45g ... self-raising flour | >> | Forty-five grams <b>of</b> self-raising flour |
| 150 g ... sugar            | >> | One hundred and fifty grams <b>of</b> sugar   |
| 1 ½ cup ... sugar          | >> | One and a half cup <b>of</b> sugar            |

**2) you tell the audience to do an action as required by the action stated after the thing.**

- |   |    |  |
|---|----|--|
| 4 green apples, <b>peeled</b>           | >> | <b>Peel</b> them (the apples).           |
| ¼ cup self-raising flour, <b>sifted</b> | >> | <b>Sift</b> it (the self-raising flour). |
| 2 pandan leaves, <b>shredded</b>        | >> | <b>Shred</b> them (the pandan leaves).   |



Now work in your group. Orally, present the rest of the ingredients of Novel Apple Pudding and Iced Fruit Cocktail With Condensed Milk to each other.

Make sure you say every sentence and every word loudly, clearly, and correctly. Use the punctuation marks correctly, too. If you have any problems, come to me.



## Observing & Questioning

Work in your group. Use the analysis table to analyse how to state each ACTION in the Method.

Hand-write your work. Underline the actions.

Some actions in each recipe have been analyzed for you. First copy the examples.

Make sure you spell every word correctly. Use the punctuation marks correctly, too.

If you have any problems, come to me.



### Novel Apple Pudding

No.	Conjunction	ACTIONS	Ingredients	Place, Time, Manner, etc.
1.		<u>Place</u>	apple	in a heat-proof dish.
		<u>Place</u>	flour	in a bowl
		<u>Rub in</u>	butter	using fingertips
2.		<u>Stir in</u>	sugar and water	(mixture should be lumpy).



*Iced Fruit Cocktail with Condensed Milk*

No.	Conjunction	ACTIONS	Ingredients	Place, Time, Manner, etc.
1.		<u>Combine</u>	sugar, pandan leaves and water	in a small saucepan
	and	<u>heat</u>	flour	for a few minutes over low heat until sugar dissolves
		<u>Cool</u>	syrup	



Work in your group. You will orally present the actions or the steps to make Novel Apple Pudding and Iced Fruit Cocktail With Condensed Milk to each other.

First, study the examples of how to present the actions to make Novel Apple Pudding orally. Look closely at the differences between the written version and the oral version to state the actions. First copy the examples.

Method	Here are the actions or the steps to cook rice.
1 Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine using fingertips.	<b>First</b> , place <b>the</b> apple in a heat-proof dish. <b>Place</b> the flour in a bowl. <b>Rub</b> in margarine using <b>your</b> fingertips.
2 Stir in sugar and water (mixture should be lumpy). Pour over apples.	<b>Then</b> , stir in sugar and water. The mixture should not be lumpy. <b>After that</b> , pour over <b>the</b> apples.
3 Bake at 180oC for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.	<b>Next</b> , bake <b>it</b> at one hundred and eighty degrees celcius for one hour or until <b>it is</b> syrupy and golden. <b>Finally</b> , serve the pie warm with cream or ice cream.





## Observing & Questioning

Now, it is your turn to plan your oral presentation of the recipe of Iced Fruit Cocktail With Condensed Milk. If you have any problems, come to me.



Finally, orally present the recipes of Novel Apple Pudding and Iced Fruit Cocktail With Condensed Milk to each other.

Make sure you say every sentence and every word loudly, clearly, and correctly. Use the punctuation marks correctly, too. If you have any problems, come to me.



## Collecting Information

Work in your group. With the information below, design a recipe of Spicy Coconut Salad (urap).

But, the ingredients and the actions to make the recipe are mixed and not in a good order. First, put them in the correct order and the correct place.

Use a dictionary. Make sure you know the meaning of the words and how to say and spell them.

If you have any problems, come to me.



## Ingredients

VEGETABLES	COCONUT DRESSING
200g (2 cups) bean sprouts	3 kaffir lime leaves, sliced
3 cloves garlic	1 teaspoon salt
200g (2 cups) coarsely grated fresh coconut	150g (1 cup) long beans, cut in 3-cm length
150g (2 cups) kangkung or spinach	4 large red chillies, sliced
2 teaspoons kencur	½ teaspoon ground coriander
150g (1 cup) young cassava leaf, optional	1 tablespoon finely chopped palm sugar



## Collecting Information

VEGETABLES	COCONUT DRESSING
<ul style="list-style-type: none"><li>- Add the coconut dressing to the vegetables and toss thoroughly.</li></ul>	<ul style="list-style-type: none"><li>- Cook vegetables separately in boiling water. Do not overcook them.</li></ul>
<ul style="list-style-type: none"><li>- Leave to cool to room temperature.</li></ul>	<ul style="list-style-type: none"><li>- Drain vegetables and place in a large bowl.</li></ul>
<ul style="list-style-type: none"><li>- Process all the ingredients, except the grated coconut.</li></ul>	<ul style="list-style-type: none"><li>- Put it in a steamer and cook over boiling water, 30 minutes.</li></ul>
<ul style="list-style-type: none"><li>- Serve at room temperature.</li></ul>	<ul style="list-style-type: none"><li>- Stir in the coconut.</li></ul>
<ul style="list-style-type: none"><li>- Wrap the mixture in banana leaf.</li></ul>	



You can choose your own design to make the recipe. Make sure that your recipe consists of the following parts.

- a. The title is 'Spicy Coconut Salad'.
- b. The recipe is divided into two parts,
  - the recipe to cook the vegetables, entitled 'Vegetable'
  - the recipe to cook the coconut dressing (sambal kelapa), entitled 'Coconut Dressing'
- c. Additional information
  - Serves 4
  - Preparation time 20 mins
  - Cooking time 20 mins

Make sure you spell the words correctly. Use the punctuation marks correctly, too. If you have any problems, come to me.

When you have finished your recipe, present your work to the class.



## Collecting Information

Work in your group. Now, you will analyse the ingredients and the actions of the recipe of Spicy Coconut Salad.

First, analyse how to state every **INGREDIENT**. Use the same table to analyse an ingredient you have used before. Hand-write your work and underline the things.

Make sure you spell every word correctly. Use the punctuation marks correctly, too. If you have any problems, come to me.



Now, analyse the actions. Use the same table to analyse how to state an **ACTION** you have used before. Hand-write your work and underline the actions.

Make sure you spell every word correctly. Use the punctuation marks correctly, too. If you have any problems, come to me.

Work in your group. Now, it is your turn to read the recipe of spicy coconut salad to each other. Make sure that you read the ingredients and the steps correctly. Use the punctuation marks correctly, too.

Say the sentences loudly, clearly, and correctly.





## Reflecting



I will lead you to reflect on what you are learning now. Complete the statements in the box.

Now I know that ...

- A recipe consists of three parts:
  - 1) The **GOAL** (title) of the recipe
  - 2) The **INGREDIENTS**, stating the materials needed to make the food/drink
  - 3) The **METHOD**, stating the steps to make the food/drink
- The goal of the recipe is stated as ...
- The Ingredients section states ....
- That the Method section states ....
- That the structure to state the **INGREDIENTS** consist of ...
- That the structure to state the **STEPS** consists of ....





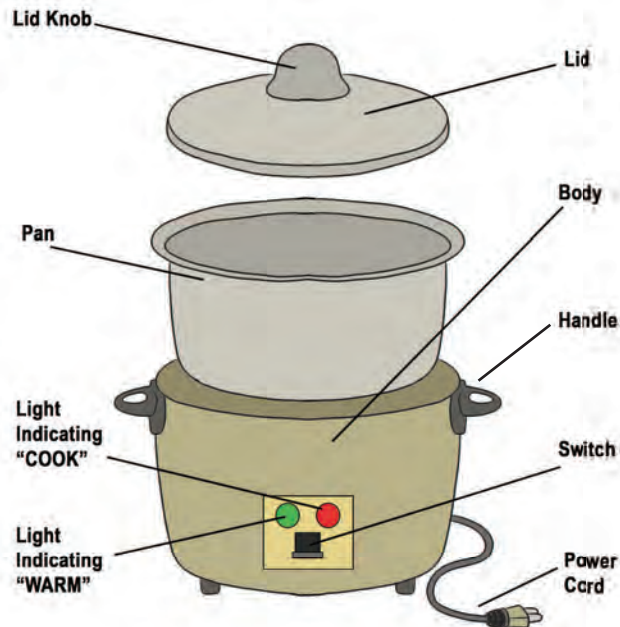
## Associating

Now, you will learn another kind of procedural text, the Manual.

A manual shows how to operate or use an appliance, a tool, a machine properly, so that the user will achieve the best performance and prevent accidents, harm, or damage.

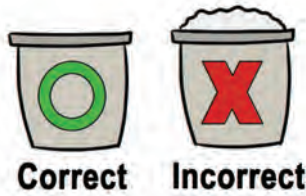
Let's read the manual together. First, listen to me carefully.

Then, repeat after me. Say the sentences loudly, clearly, and correctly.

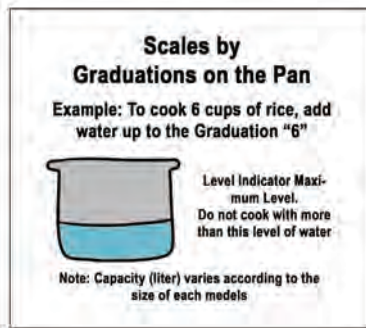




## HOW TO COOK RICE



1. Measure rice with the measuring cup. Then rinse the rice thoroughly using other container.



2. Put the rinsed rice in the pan and add water to the recommended scale or to your personal taste.
3. Soak the rice in water at least for 30 minutes.

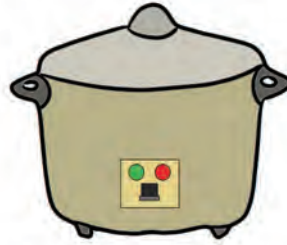


4. Place the pan into the body. Make sure the pan settles properly.

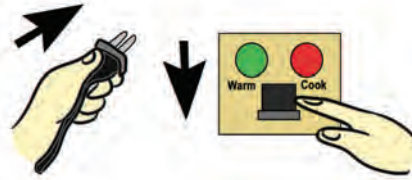




Associating



5. Close the lid firmly.



6. Plug in and press the switch. The light indicating "COOK" will be on. The cooking will start immediately.



7. When the rice is cooked, the switch will move up to the keep warm, and the light indicating "WARM" will be on. After the switch moves up, leave the lid closed for at least 15 minutes to steam the rice fully. Scoop and mix the rice well.



8. Unplug.



## Associating



Work in your group. Copy the manual on a piece of paper. Hand-write it. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Now, present the parts of the rice cooker orally to your group or to the class.

Study the examples of how to present every object orally. Look closely at the differences between the written version and the oral version of the parts. First copy the examples, and then do the rest.



Written	Spoken
<p><u>Parts of rice cooker</u></p> <ul style="list-style-type: none"><li>- body</li><li>- pan</li><li>- 2 handles</li><li>- lid</li><li>- switch</li><li>- power cord</li><li>- light indicating COOK</li><li>- light indicating WARM</li><li>- measuring cup</li><li>- scoop</li><li>- steaming basket</li></ul>	<p>Here are <b>the</b> parts of <b>the</b> rice cooker. <b>A</b> body, <b>a</b> lid, <b>two</b> handles, ....</p>



## Associating



Now, present the ACTIONS in the manual to cook rice *orally* too. Study the examples of how to present the ACTIONS *orally*. Look closely at the differences between the written version and the oral version of the actions. First copy the examples, and then do the rest. Work with your group. If you have any problems, come to me.

Method	Here are the actions or the steps to cook rice.
1. Measure rice with the measuring cup. Then rinse the rice thoroughly using other container.	<i>First, measure rice with the measuring cup. Then, rinse the rice thoroughly using other container.</i>
2. Put the rinsed rice in the pan and add water to the recommended scale or to your personal taste.	<i>Put the rinsed rice in the pan and <b>then</b> add water to the recommended scale or to your personal taste.</i>
3. Soak the rice in water at least for 30 minutes.	



## Associating

4. Place the pan into the body. Make sure the pan settles properly.	
5. Close the lid firmly.	
6. Plug in and press the switch. The light indicating "COOK" will be on. The cooking will start immediately.	
7. When the rice is cooked, the switch will move up to the keep warm, and the light indicating "WARM" will be on. After the switch moves up, leave the lid closed for at least 15 minutes to steam the rice fully. Scoop and mix the rice well.	
5. Unplug.	



Associating

Work in your group. You will learn to write a manual to use a rice cooker to steam food, by completing the table below.



<b>Goal/Title</b>	
<b>Parts</b>	pan, steaming basket, ...
<b>Method</b>	<ol style="list-style-type: none"><li>1. Add water into the pan and place the steaming basket on the pan. Slightly turn or adjust the steaming basket.</li><li>2. ...</li></ol>



## Associating



Here are the actions to steam food, but they are not in a good order yet. Put them into the table in the right order.

### Method

- Time the steaming manually. The unit will automatically switch to "WARM" when water in the pan has evaporated completely.
- Add water into the pan and place the steaming basket on the pan. Slightly turn or adjust the steaming basket.
- Unplug.
- Close the lid firmly.
- Plug in and press the switch. The light indicating "COOK" will be on. The steaming will start immediately.
- Place the pan into the body and add foods (place in dish if required).

For the 'Parts', put all parts of the rice cooker mentioned in the actions.

Use a dictionary. Make sure you know the meaning of every word and how to spell them.

While you are writing your manual, say the words loudly, clearly, and correctly.

If you have any problems, come to me.



Work in group. Practice presenting the manual to use the rice cooker to steam food orally to each other. Make sure you use the given tips of oral presentation.

Say every word loudly, clearly, and correctly. Correct any mistake you hear. If you have any problems, come to me.



Classroom presentation.

1. Work in your group, go out and find one manual in English.
2. Analyse the manual together using the analysis tables.
3. Practice presenting the manual in your group.
4. Present your analysis orally in front of the class.

Say every word loudly, clearly, and correctly. Correct any mistake you hear. Make sure you know the meaning of every word, how to say and spell them. Use a dictionary. If you have any problems, come to me.

In your journal, write your reflection about your learning this chapter.



My Journal

I have just learnt to

---

---

---

The activities I like most were

---

---

---

The activities I found most difficult were

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What I need to do better is/are

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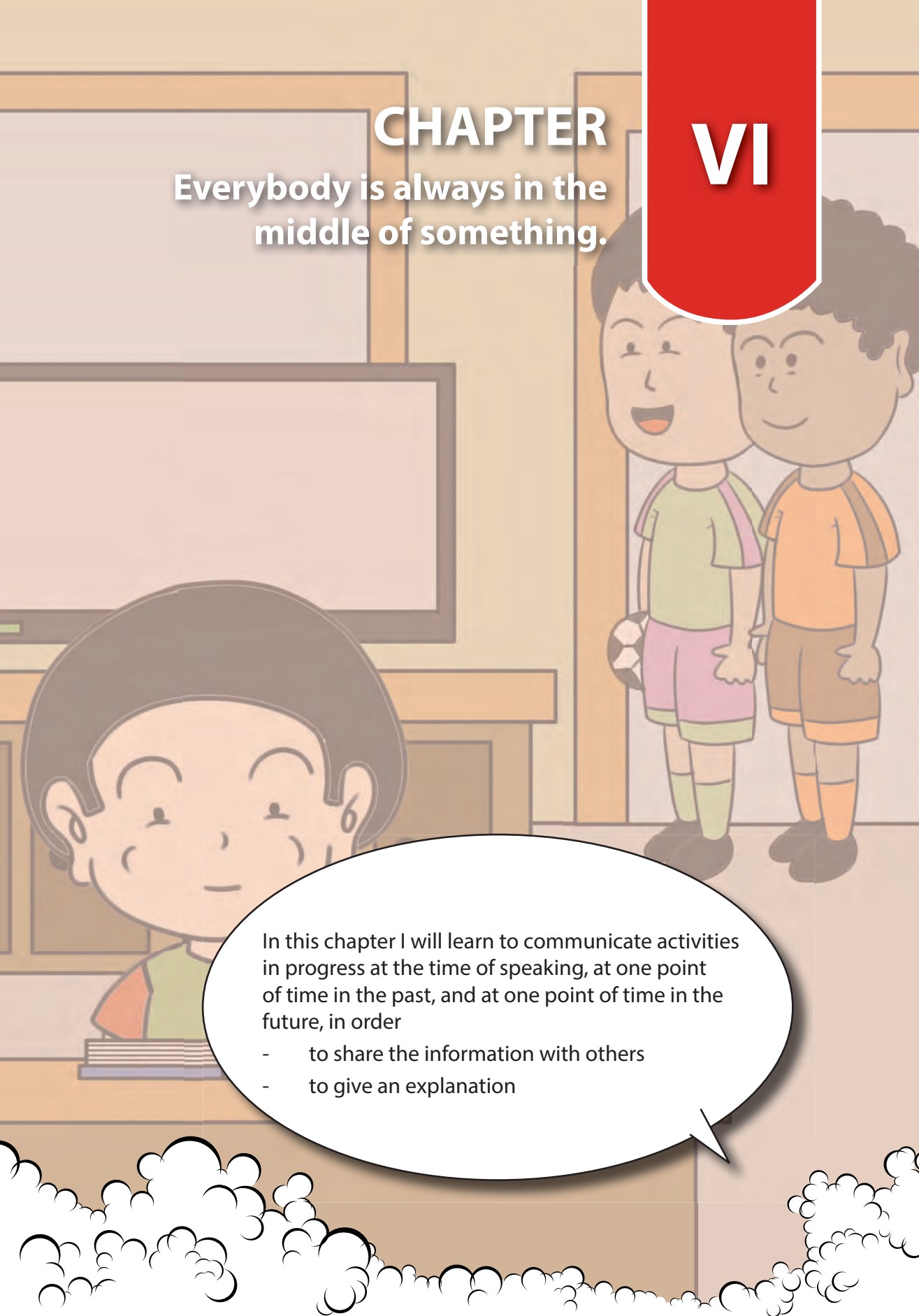
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# CHAPTER

# VI

Everybody is always in the middle of something.

The background illustration shows a classroom setting. In the foreground, a young boy with dark hair is sitting at a desk, looking towards the right. Behind him, a teacher with dark hair is standing, looking towards the right. In the background, two other boys are standing and talking. One is wearing a green shirt and pink shorts, and the other is wearing an orange shirt and brown shorts. A soccer ball is on the floor near them. The scene is set in a room with a whiteboard and a desk.

In this chapter I will learn to communicate activities in progress at the time of speaking, at one point of time in the past, and at one point of time in the future, in order

- to share the information with others
- to give an explanation



## Observing & Questioning



You will listen to Edo, Beni and Udin talking. Beni and Edo are picking up Udin to practise football with them, but Udin cannot go with them because he is doing his homework. Listen to what they say carefully.

I will dictate the conversation to you, turn by turn.

Repeat after me, then hand-write the conversation on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Underline the actions in progress *now*, at the time of speaking.

While you are writing each sentence, say the sentences loudly, correctly and clearly.



Below are some more conversations about some actions in progress *now*, at the moment of speaking.

Play the roles of the speakers. Say the speakers' sentences loudly, correctly and clearly. First, repeat after me.



## Observing & Questioning



Lina: "Hey, that's Dayu. Dayu! Dayu!"

Siti: "I don't think she can hear you. She has earphones on her ears and she's singing. Maybe she's listening to her favorite songs."



Edo: "Udin, let's go out. Everybody is staying outside."

Udin: "Be quiet, please. I'm trying to concentrate. I'm studying History for the test tomorrow."



## Observing & Questioning



Beni: "Let's go to your mom and ask her how to make stuffed tofu."

Dayu: "Today she is in *Posyandu* till late afternoon. She's doing vaccination for the babies and small kids in my neighbourhood."



Dayu: "Where is Edo? Usually he comes earlier than me."

Lina: "He cannot come to the study-group meeting today. He's helping his father fixing the fence of his house."



## Observing & Questioning



Lina's Mom: "Lina, Beni's calling."

Lina: "I can't come to the phone now, Mom. I'm mixing the flour and the eggs for the pastry. My hand is full of dough. Please tell him I'll call him back soon."



Siti: "Beni, you look very serious."

Beni: "Yes. I'm doing the task to describe a girl in this class to criticize her. I'm writing about you. I'm trying to say about your bad habits."



## Observing & Questioning



Siti: "Are you mopping the floor again? You've just finished mopping it, haven't you?"

Dayu: "Well, I tripped over the stool and fell and spilled my milk all over the floor."



Edo: "Where are the others? They are not having lunch now?"

Siti: "No. They are all in the library. They're looking for some texts about animals and plants in the encyclopedia. Let's go and join them."



## Observing & Questioning

Work in your group. Complete the following sentences with the reasons stated by the speakers in the conversation above.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first one has been done for you. First, copy the example.



1. *Dayu cannot hear Lina because she is listening to music with earphones.*
2. *Edo asks Udin to be quiet because \_\_\_\_\_.*
3. *Dayu's mother is in Posyandu now \_\_\_\_\_.*
4. *Edo cannot come to the study-group work because \_\_\_\_\_.*
5. *Lina cannot come to the phone because \_\_\_\_\_.*
6. *Beni looks very serious because \_\_\_\_\_.*
7. *Dayu is surprised because \_\_\_\_\_.*
8. *Everybody is not having lunch in the canteen now because \_\_\_\_\_.*



## Observing & Questioning



The table below shows you that every verb has four different forms, and to state an action happening at the moment of speaking you use the form of the verb in the last column.

Put all the main verbs you have learned in this chapter, from the first text to the last one, into the table, in all the four forms.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Some examples have been done for you. First, copy the examples.

No.	to-	Present	Past	After BE, for an action in progress
1	to study	study	studied	[be] studying
2	to do	do	did	[be] doing
3	to put	put	put	[be] putting
4	to sing	sing	sang	[be] singing
5				
6				
7				





## Observing & Questioning

The NEXT day, on Monday, the three boys meet the three girls at school. They talk about their activities the day before, on Sunday.

Play the roles of the speakers. Say the speakers' sentences loudly, correctly and clearly. First, repeat after me.



Dayu: "Hi Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the door many times but nobody came out."

Udin: "Nobody was at home yesterday. I **was going** to the football practice. My mom and my dad **were attending** a wedding party, and my brother **was going** out with his friends."

Lina: "Did you all go to practise football?"

Beni: "Only Udin and I went to practise football. Edo could not come because he had much homework to do."

Udin: "Yes, when we got there to pick him up, he **was doing** his Math homework."

Beni: "What time did you finish your homework, Edo?"

Edo: "I don't remember what time I finished my homework. Maybe at five. I remember that when my dad got home around 4 pm, I **was still working** on my homework."



## Observing & Questioning

Edo: "By the way, did you get to the practice on time or late?"

Udin: "We were a bit late. When Beni and I got to the field, the others **were just sitting and chatting**. They said they **were waiting** for us."

Beni: "In fact, they **were not just waiting** for us. They **were also waiting** for our coach Mr. Ali. He **was going** to the sports shop to buy a new whistle."



Work in your group. Complete the following sentences with the activities in progress at the same time with the stated activity.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first one has been done for you. First, copy the example.

1. *Dayu went to Udin's house last Sunday, but she did not meet anybody there. **Udin was going** to the football practice. His mom and his dad **were attending** a wedding party, and his brother **was going** out with his friends.*
2. *Last Sunday, when Beni got to Edo's house, Edo was in the middle of something.* \_\_\_\_\_  
\_\_\_\_\_.
3. *Last Sunday, Edo's father got home at five. At that time,* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
4. *Beni and Udin were actually not late to the football practice last Sunday. When they got to the field,* \_\_\_\_\_  
\_\_\_\_\_. *They were not playing yet. And, the coach, Mr. Ali,* \_\_\_\_\_  
\_\_\_\_\_.



## Collecting Information

Work in your group. The following conversations are related to the conversations you have learned before. Complete the sentences with the activities in progress at the same time with the stated activity.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first one has been done for you. First, copy the example.



Siti: "Lina, I called you when \_\_\_\_\_  
\_\_\_\_\_ yesterday, but you did not hear me."

Lina: "Really? I'm sorry I did not hear you. \_\_\_\_\_  
\_\_\_\_\_."

Siti: "Lina, I called you when you were walking out of the bank yesterday,  
but you did not hear me."

Lina: "Really? I'm sorry I did not hear you. I was listening to music with  
earphones."

Lina: "Udin, why didn't Edo go out of the classroom during the break?"

Udin: "He didn't go out \_\_\_\_\_."



## Collecting Information

Siti: "Beni, did you go to Dayu's mother to learn to make stuffed tofu?"

Beni: "No, she was in Posyandu the whole day yesterday. \_\_\_\_\_  
\_\_\_\_\_."

Edo: "I'm sorry I didn't come to the study-group meeting. \_\_\_\_\_  
\_\_\_\_\_."

Dayu: "It's fine, Edo. So far, you have only missed one meeting."

Dayu: "Lina is visiting her relative in Yogyakarta. She left early in the morning yesterday."

Beni: "I don't think so. At eight she was still at home."

Dayu: "How do you know she was still at home at eight yesterday?"

Beni: "I called her at eight and her mom told me Lina could not take the phone because \_\_\_\_\_  
\_. Her hands were full of eggs and flour."

Siti: Beni did the homework to write a descriptive text only this morning during the break. You know what? His text is about me!

Dayu: How do you know?

Siti: I met him in the library. He told me that \_\_\_\_\_  
And, he chose me. \_\_\_\_\_  
\_\_\_\_\_."

Lina: Siti, I saw you walking to school by yourself this morning. Don't you usually go to school with Dayu?



## Collecting Information

*Siti: Yes, I do. But this morning I left Dayu behind because \_\_\_\_\_  
\_\_\_\_\_ when I got to her house. I  
didn't want to be late to class again.*

*Beni: I went to the canteen during the break but I didn't see you there.*

*Udin: I was in the library with Siti, Edo, and Lina. \_\_\_\_\_  
\_\_\_\_\_."*



## Collecting Information



All the verbs between brackets in the conversations below refer to actions in the past. In each conversation there is at least one action in progress at a certain point of time in the past. Put the verbs in the correct forms.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first one has been done for you. First, copy the example.



Lina: " Beni, what (happen) to your foot?"

Beni: "I (trip) and (fall) while I (carry) the pillows up the stairs at home."

Lina: "I hope you'll get well soon, Beni."



## Collecting Information

Lina: "Beni, what happened to your foot?"

Beni: "I tripped and fell while I was carrying the pillows up the stairs at home."

Lina: "I hope you'll get well soon, Beni."



Udin: "Why (you, not, join) us to the picnic yesterday?"

Edo: "I (help) mum. She (make) a lot of cup-cakes for the Papua community gathering in the community hall last night."





## Collecting Information



Dayu: "Siti, where (you, be) before you (go) to school this morning? I (call) you around six to remind you to bring my dictionary to school. But, nobody (pick) up the phone?"

Siti: "I'm sorry I (not, hear) your call. I (water) the front yard. Here's your dictionary. I (not, forget) to bring it."



Beni: "Lina, I (come) to your house last night to return your calculator, but your gate (be) locked."

Lina: "Sorry. We (eat) out to celebrate my sister's birthday."



## Collecting Information



Siti: "Lina, are you okay. What's the matter with you?"

Lina: "I'm a bit worried about my mom and dad. When I (get) home from swimming yesterday, they (talk) angrily to each other."

Siti: "Don't worry Lina. I think they (just, argue). It's normal!"



Beni: "You're really good at tying knots."

Udin: "Thank you. I (pay) good attention while Kak Kemal (explain) how to do that to us."



## Collecting Information



Lina: "You keep yawning. (not, you) have enough sleep last night?"

Dayu: "No. I (not, sleep) well last night. I (not, sleep) in my bed with my little sister, but in the long chair in the living room. My grandmother (fall) asleep there when she (read) a story to my sister. So did my sister."



Dayu: "Edo, wash the pan for me, please. I need it to make fried noodle."

Edo: "Dayu, sorry, I can't. I (just, get) a small accident. I (cut) my thumb when I was peeling the manggoes for our lunch."



## Reflecting

I will lead you to reflect on what you are learning now. Complete the statements in the box.



Now I know that the verb for an action in progress consists of **two** words, **BE** (in the right form for the subject) and the **main verb** in the last column.

To state an action in progress now, at the moment of speaking, the verb BE is in the form of **is** or **are**, for example ... (get some examples from the texts you have learned).

To state an action in progress at a certain point of time in the past, the verb BE is in the form of **was** or **were**, for example ... (get some examples from the texts you have learned).



## Associating



You have learned to state actions in progress now at the moment of speaking and at a certain point of time *in the past*. Now you will learn to state actions in progress at a certain point of time *in the future*.

Let's read the speakers' sentences together, loudly, correctly and clearly. First, repeat after me.



Now I know that reading novels is Siti's hobby. When I saw her in the canteen, she **was reading** a novel, now she **is reading** a novel. And, I'm sure when I meet her next time, she **will be reading** a novel, too.

Since I got to Manado three days ago, I have never seen the sun. It **was raining** hard when I got here. Now it **is still raining** hard. Maybe when I leave the town tomorrow afternoon it **will be raining** again.





## Associating



Udin is very busy with his homework. When I told him to go to the shop, he said he **was finishing** his homework. Now he **is still doing** his homework. **Will** he still be **working** on his homework when everybody is ready to go to bed?

I have to see the principal to show her our Scout program but I don't know when I will have a chance to meet her. I went to her office during the morning break yesterday, but she was not there. She **was having** a meeting. Now, she **is having** a meeting again. I'm afraid she **will be having** a meeting again during the morning break tomorrow.



There may be something wrong with the baby. He has been crying the whole night. When I went to bed at 10 pm, he **was crying**. It's early morning now, and he **is still crying**. I hope he **will not be crying** again when I get home this afternoon.

I'm wondering if the tailor ever has a chance to sleep. When I passed by his shop last night, he **was sewing**. Now, this early morning, he **is still sewing**. I think when I pass his shop on my way home from school this afternoon, he **will still be sewing**.





## Associating



It's four o'clock now, and look, the *gorengan* street vendor **is passing** in front of my house. At exactly the same time yesterday, he **was** also **passing** in front of my house. I'm sure tomorrow afternoon at four, he **will** also **be passing** in front of my house. He is very consistent!

The road workers have been working night and day to make the roads ready for the holiday season. It's midnight, and they **are** still **working**. Yesterday, when I went home from work, they **were working**. I'm sure, tomorrow morning when I go to work, they **will** still **be working**.





## Associating

You know that in each statement above the speaker provides an explanation about a fact by stating that exactly the same action is in progress now, was in progress at a certain point of time in the past, and will be in progress at a certain point of time in the future.

Now, identify the actions in progress used by the speaker to explain each fact.

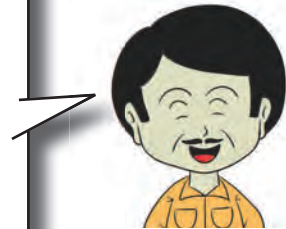
1. Beni's explanation that Siti's hobby is reading novels
2. Lina's explanation why she will never see the sun during her stay in Manado
3. Udin's mother's explanation that Udin is very busy with his homework
4. Dayu's explanation why it is not easy to meet the principal to show her Scout program
5. Siti's explanation that there may be something wrong with the baby
6. Edo's explanation that the tailor may never have a chance to sleep
7. Udin's explanation that the gorengan street vendor is very consistent
8. Beni's father's explanation that the road workers have been working night and day to make the roads ready for the holiday season

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first two have been done for you. First, copy the examples.







## Associating

*Beni's explanation that Siti's hobby is reading novels:*

1. *Now, she is reading novels.*
2. *When he saw her in the canteen, she was reading a novel.*
3. *He's sure when he meet her next time, she will be reading a novel, too.*

*Lina's explanation why she will never see the sun during her stay in Manado:*

1. *Now, it is still raining hard.*
2. *It was raining hard when she got there three days ago.*
3. *Maybe when she leaves the town tomorrow afternoon it will be raining again.*



## Associating



All the verbs between brackets in the sentences below refer to actions in progress at present, at a certain point of time in the past, or at a certain point of time in the future. Put the verbs in the correct forms according to the contexts.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first two have been done for you. First, copy the examples.

1. A: *Can you come and help me to lift the table.*

B: *I'm sorry, I can't. I (fry) bananas.*

A: *Can you come and help me to lift the table.*

B: *I'm sorry, I can't. I'm frying bananas.*

2. Look, the children are very happy outside. They (play) football in the rain.

3. I know that the sun usually shines brightly in Ambon. But when I (go) there for a short tour last December, the sun (not, shine) at all. It (be) cloudy everyday. It (rain) again and again.

4. After almost three weeks with a lot of school work, I'm glad that the school (hold) sports and arts competition this week. I (take) part in the



## Associating

solo singer competition. Last year I (not, take) part in the competition because I (have) a very bad sore throat.

5. My uncle is a very good badminton player. Now he (practise) hard for the Mayor's Cup next week. Two days ago when I (go) to his house to ask him to cut my hair, he (be) not at home. My aunt (say) he (practise) badminton in the sports hall. I understand I should not disturb him now because he (prepare) for the match. Next week I will have no time to play around because I (watch) all his matches.
6. A: More than 10 people from our class are going to go jogging up the Cimacan hill next Sunday. Are you coming?  
B: I'm sorry, I can't go with you. A niece of mine (celebrate) her 15th birthday. I (attend) her party.
7. The thief broke in when everyone (sleep) very soundly. Unfortunately, he (trip) over something and (bump) his head on the big cupboard, so my mom and dad (wake) up. With my mom's help, he could catch him while he (try) to get up. When I (wake) up because of the noise, I was surprised. My father (tie) the thief to the chair, and my mother (call) the police. I'm very proud of my brave parents.
8. One of the happiest moments in my life is having a family gathering in my grandma's house once a year during the school holidays. Everybody keeps talking and laughing. My aunts and uncles (still, talk) happily when I (wake) up at one last night. At this moment, while they (prepare) the lunch, they (talk) noisily in the big kitchen. And, I'm sure they (talk) until they go to bed late tonight.



## Communicating

Work in your group. For each situation below, think of **THREE** possible actions that are/were/will be in progress at present, at a certain point of time in the past, or at a certain point of time in the future. Start each of your sentence with "Maybe ..." because they are just what you or your friends think.

1. What everybody in your family may be doing now
2. What your classmates said he/she was doing just before sunset yesterday
3. What you will be doing to celebrate your 17th birthday
4. What you will not be doing to celebrate your graduation from the junior high school

Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say your sentences loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.

Two examples are given to you. First, copy the examples.

Then, put your work on the wall so that the others in your class can see your sentences. Discuss your sentences with them.





## Communicating

1. *What everybody in my family may be doing now*
  - 1) *Maybe my father is ploughing the farm.*
  - 2) *Maybe my mother is serving a customer in the shop.*
  - 3) *Maybe my sister is playing with Tomi, my nephew.*
  
2. *What my classmates said he/she was doing just before sunset yesterday*
  - 1) *Rini said that just before sunset yesterday she was watching TV.*
  - 2) *Solihin said that just before sunset yesterday he was running around the neighbourhood for exercise.*
  - 3) *Fransisca said that just before sunset yesterday she was waiting for her mother in the bus shelter.*



In your journal, write your reflection about your learning this chapter.

### My Journal

I have just learnt to

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The activities I like most were

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The activities I found most difficult were

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What I need to do better is/are

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# CHAPTER

What will be will be.

# VII



Here I will learn  
- to get the message of a song



Here is an old song. The song sends a message that we have to be optimistic in life. Let's read the lyric together. Say every line loudly, clearly, and correctly. First, repeat after me.

## Que Sera, Sera Doris Day

When I was just a little girl  
I asked my mother  
What will I be?  
Will I be pretty?  
Will I be rich?  
Here's what she said to me

Que sera, sera  
Whatever will be, will be  
The future's not ours to see  
Que sera, sera  
What will be, will be

When I grew up and fell in love  
I asked my sweetheart  
What lies ahead?  
Will we have rainbows  
Day after day?  
Here's what my sweetheart said

Que sera, sera  
Whatever will be, will be  
The future's not ours to see  
Que sera, sera  
What will be, will be

Now I have children of my own  
They ask their mother  
What will I be?  
Will I be handsome?  
Will I be rich?  
I tell them tenderly

Que sera, sera  
Whatever will be, will be  
The future's not ours to see  
Que sera, sera  
What will be, will be  
Que Sera, Sera  
Ohh...ohh...ohh...





## Collecting Information

Work in your group. Copy the song in your note book. Hand-write it. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

At the same time, talk about the lines that you find are interesting in your group.

While you are writing, say the words loudly, clearly, and correctly

Use a dictionary. If you have any problems, come to me.





## Associating



Work in your group. Fill in the blank spaces with the lines from the song. Hand-write it. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

1. The song is about the writer in three stages of her life:

- (1) When she was a little girl
- (2) When she grew up and fell in love
- (3) Now when she already has children of her own

2. When she was a child, she asked her mother three questions,

- (1) \_\_\_\_\_  
\_\_\_\_\_
- (2) \_\_\_\_\_  
\_\_\_\_\_
- (3) \_\_\_\_\_  
\_\_\_\_\_

3. And her mother answered,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Associating

4. When she grew up, she asked her boyfriend two questions,

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_

5. And her boyfriend answered

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Now, her own children ask her three questions,

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_

(3) \_\_\_\_\_  
\_\_\_\_\_

7. And she answers,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



In fact the song is very popular and many people can sing it. Ask someone who can sing the song to teach you to sing it. Or, you can also download it from YouTube.

Then, if possible, sing the song together with your group or class. It will even be more interesting if you can sing it with a musical instrument like the guitar.





## Communicating



In your journal, write your reflection about your learning this chapter.

### My Journal

I have just learnt to

---

---

---

The activities I like most were

---

---

---

The activities I found most difficult were

---

---

---

What I need to do better is/are

---

---

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**“The person who knows “how” will  
always have a job. The person who  
knows “why” will always be his boss.”**

DIANE RAVITCH

In Reader's Digest, March 2009, p. 73



# CHAPTER

# VIII

We have been to an orphan home. We went there last Sunday.

In this chapter I will learn to communicate past happening which is related to the present moment, in order

- to share the information with others
- to report the past happening to others
- to give an explanation



## Observing & Questioning



You will listen to Udin, Dayu, Lina, Beni, Edo, and Siti talking about their visit to an orphan home or 'orphanage' to celebrate Dayu's birthday and an idea to have another visit during the Creativity Week next month.

Listen to what they say carefully.

I will dictate the conversation to you, turn by turn.

Repeat after me, then hand-write the conversation on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Underline the actions the people have done (*sudah*) or have not done (*belum*).

While you are writing each sentence, say 'it' loudly, correctly and clearly.







## Observing & Questioning



Below are a conversation about an exemplary orphan, Riri. Some past actions or happenings are stated in relation to situations at the present moment.

Play the roles of the speakers. Say the speakers' sentences loudly, correctly and clearly. First, repeat after me.

Siti: "I think Riri is the most interesting orphan I **have** ever **known**. She is not the oldest of all the children there, but she is very mature. Unfortunately, I didn't have a chance to talk to her personally. Can you tell me how she **has come** to the orphan home?"

Dayu: "Well, I don't know much about her either, because I **have met** her only three times. What I know is that she was an only child. Her father died when she was a baby, and her mother eight years ago. She's **been** an orphan for eight years, but she's **lived** in the orphanage for only six years now."

Udin: "Why doesn't she live with her grandparents?"

Dayu: "They both **have passed** away. Her grandfather died even before she was born, and her grandmother died six years ago."

Beni: "Does she not have any uncles or aunts to take care of her?"

Dayu: "She has an uncle, her mother's brother. Two months after her grandmother's death he sent Riri to the orphanage."

Lina: "Why doesn't she live with him instead?"



## Observing & Questioning

Dayu: "No, his house is very small. He's a scavenger, and he has five children. He **has put** Riri there so that she can get better care and she can also go to a good school."

Siti: "Does he often visit her?"

Dayu: "Yes, her uncle and his family **have visited** her a lot of times. They routinely visit her once a month."

Udin: "It must be sad to be an orphan and live in an orphan home."

Dayu: "Riri is sad to be an orphan, but she's not a gloomy kid, you know. As you see, she is a cheerful and friendly girl. She **has even shown** her great care for other needy children like her."

Siti: "What do you mean?"

Dayu: "Early last year, the orphanage started a charity group. It consists of all the orphans there who already sit in senior and junior high schools. She **has participated** very actively in the group's activities. They **have made** handicrafts and sold them. They **have used** the profit to help street children and poor families. The program **has run** for almost two years now."

Beni: "Wow! That's amazing. I **ve never thought** of that before. I thought that the kids in orphan homes were sad kids who needed our help. But they help other people instead."

Edo: "What have **they done** for street children?"

Dayu: "They **have done** one thing for street children and one thing for poor families. To celebrate the 15th birthday of the orphanage, they gave thirty street children twenty thousand rupiahs each. Early this month they went to some poor families in the neighbourhood and gave each family a gift containing sugar, cooking oil, and rice."



## Observing & Questioning

Work in your group. The incomplete paragraph below is about Riri. Fill in the blank spaces with suitable information according to the speakers' statements in the conversation above.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first two sentences have been done for you. First, copy the examples.



*For eight years, Riri has been an orphan. She has lived in the orphanage for six years. She \_\_\_\_\_ there because she has no relative to take care of her. Her grandparents \_\_\_\_\_. Her only relative is an uncle from her mother's side. He is a scavenger, and his house is very small. He has five children. He \_\_\_\_\_ because he wants her to get better care and to go to a good school. We know that her uncle and his family love her because \_\_\_\_\_. Riri is very caring. She is an active member of the charity group of the orphanage founded early last year. She \_\_\_\_\_ in the group's activities. She and the other members of the group \_\_\_\_\_ and \_\_\_\_\_. The charity group \_\_\_\_\_ for street children. On the orphanage's 15th birthday, they gave each child twenty thousand rupiahs. They also \_\_\_\_\_. Early this month they gave each family a gift containing sugar, cooking oil, and rice.*



## Observing & Questioning



The table below shows you that every verb has four different forms, and to state an action that you 'have done' (*sudah*) or you 'have not done' (*belum*), you use the form of the verb in the last column.

Put all the main verbs you have learned in this chapter, from the first text to the last one, into the table, in all the four forms.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Some examples have been done for you. First, copy the examples.

No.	to-	Present	Past	After HAVE
1	to visit	visit	visited	[have] visited
2	to be	is/am/are	was/were	[have] been
3	to meet	meet	had	[have] met
4	to have	have	had	[have] had
5				
6				
7				
8				



## Observing & Questioning

Below are a number of question-and-answer interactions related to the conversation above.

Play the roles of the speakers. Say the speakers' sentences loudly, correctly and clearly. First, repeat after me.



### Conversation 1:

Siti: "How many times have you visited the orphan home?"

Dayu: "Five times. I went there three times last year, in January, August, and October. This year I have been there twice. I went there in January and last week."

### Conversation 2:

Lina: "You have come to the orphan home five times. What have you done there?"

Dayu: "I have just followed my parents. They are regular donors to the orphan home. They have donated a lot of money, things, and gifts to the orphanage. Last year they donated a white-board and 5 English-Indonesian dictionaries."

### Conversation 3:

Dayu: "Riri, how long have you lived here in this orphan home?"

Riri: "For about six years. I came here in 2008."



Conversation 4:

Udin: "Have you talked to every child in the orphan home?"

Dayu: "No. I have talked only to some of them. I have talked to Riri three times, but not personally."

Conversation 5:

Beni: "Why haven't you talked to Riri personally?"

Dayu: "I haven't had a chance. And, lately, she has been very busy."

Conversation 6:

Edo: "Why haven't most of us seen an orphanage?"

Dayu: "Because we have never had a program to do in an orphanage."

Conversation 7:

Dayu: "What has your sister done in an orphan home?"

Lina: "She has taught the young children to read and write."

Conversation 8:

Dayu's mother: "Have your friends planned to go to an orphanage?"

Dayu: "Not really. But we have talked about it."



## Collecting Information



Work in your group. The question-and-answer interactions between Dayu and Riri below are incomplete. Fill in the blank spaces with suitable questions or answers.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first two interactions have been done for you. First, copy the examples.

### Conversation 1:

Dayu: "Riri, \_\_\_\_\_?"

Riri: "For eight years now. My father died when I was a baby, and my mother died eight years ago."

### Conversation 1:

Dayu: "How long have you been an orphan?"

Riri: "For eight years now. My father died when I was a baby, and my mother died eight years ago."

### Conversation 2:

Dayu: "Why don't you live with your grandparents?"

Riri: "\_\_\_\_\_. My grandfather died even before I was born, and my grandmother died six years ago."



Conversation 2:

Dayu: "Why don't you live with your grandparents?"

Riri: "Because they have passed away. My grandfather died even before I was born, and my grandmother died six years ago."

Conversation 3:

Dayu: " \_\_\_\_\_?"

Riri: "For about six years. I came here in 2008."

Conversation 4:

Dayu: "How have you come to this orphanage?"

Riri: " \_\_\_\_\_."

Conversation 5:

Dayu: " \_\_\_\_\_?"

Riri: "Never. He has five children and his house is very small."

Conversation 6:

Dayu: "Have your uncle and his family visited you this year?"

Riri: " \_\_\_\_\_. They visit me routinely once a month."

Conversation 7:

Dayu " \_\_\_\_\_?"





## Collecting Information

Riri: "Yes, I have joined it since it was founded early last year."

### Conversation 8:

Dayu: "What have you done to get the money for the needy?"

Riri: " \_\_\_\_\_."

### Conversation 9:

Dayu: " \_\_\_\_\_?"

Riri: "We have given them money. Last year we gave thirty street children twenty thousand rupiahs each."

### Conversation 10:

Dayu: "What have you done for some poor families in the neighbourhood?"

Riri: " \_\_\_\_\_."



## Reflecting

I will lead you to reflect on what you are learning now. Complete the statements in the box.



Now I know that the verb for an action that we have done or we have not done consists of **two** words, **HAVE** (in the right form for the subject) and the **main verb** in the last column.

For example ... (get some statements from the texts you have learned).

In questions, the word order is reversed. For example, ... (get some questions from the texts you have learned).



## Associating



Work in your group. Below are 19 sentences about past actions or happenings in the first conversation. Pay close attention to the statement of time related to each action or happening in the last column, either one point of time in the past (for example, last week in Dayu's birthday) or up to now (the time of speaking).

Hand-write your work on a piece of paper to copy the table. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

	<b>Statements from the first conversation</b>	<b>Moment related to the action</b>
1.	Dayu, I really <u>enjoyed</u> our visit to the orphan home last week.	Last week (in Dayu's birthday)
2.	It <u>was</u> really a good idea to celebrate your birthday there.	Last week (in Dayu's birthday)
3.	It <u>was</u> really fun.	Last week (in Dayu's birthday)
4.	We all <u>had</u> a good time with the orphans there.	Last week (in Dayu's birthday)
5.	They <u>were</u> very happy too.	Last week (in Dayu's birthday)
6.	I <u>have visited</u> the orphanage five times so far.	Up to now
7.	No wonder you and the kids <u>seemed</u> to know each other very well.	Last week (in Dayu's birthday)



## Associating

8.	Although I <u>have been there</u> five times,	Up to now
9.	I <u>haven't met</u> each one of them quite closely.	Up to now
10.	I <u>have met</u> Riri three times,	Up to now
11.	but I <u>haven't had</u> a chance to talk to her personally.	Up to now
12.	She <u>has been</u> very busy lately.	Up to now
13.	I <u>have never been</u> to an orphanage even once.	Up to now
14.	I <u>couldn't come</u> to your birthday,	Last week (in Dayu's birthday)
15.	so I <u>missed</u> the chance to go to other orphan home.	Last week (in Dayu's birthday)
16.	Our class <u>has never had</u> a program for children in an orphan home.	Up to now
17.	My sister <u>has just been</u> to an orphanage, too.	Up to now
18.	Last week her class <u>went</u> to the orphan home on Jalan Patimura to bring them some new books for the library.	Last week
19.	My sister <u>has come</u> there twice to teach the young children to read and write.	Up to now



## Associating

Work in your group. Below are 20 sentences about past actions or happenings in the students' conversation about Riri. In the last column, write down either one point of time in the past or 'up to now'.

Hand-write your work on a piece of paper to copy the table. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first two items have been done for you. First, copy the examples.



Statements from the first conversation	Moment related to the action
1. <i>I think Riri is the most interesting orphan I have ever known.</i>	<i>Up to now</i>
2. <i>Unfortunately, I didn't have a chance to talk to her personally.</i>	<i>Last week (in Dayu's birthday)</i>
3. Can you tell me how she has come to the orphan home?	
4. Well, I don't know much about her either, because I have met her only three times.	
5. What I know is that she was an only child.	
6. Her father died when she was a baby, and her mother eight years ago.	
7. She's been an orphan for eight years,	



## Associating

8. but she's lived in the orphanage for only six years now.
9. They both have passed away.
10. Her grandfather died even before she was born,
11. and her grandmother died six years ago.
12. Two months after her grandmother's death he sent Riri to the orphanage.
13. He has put Riri there so that she can get better care and she can also go to a good school.
14. her uncle and his family have visited her a lot of times.
15. She has even shown her great care for other needy children like her.
16. Early last year, the orphanage started a charity group.
17. She has participated very actively in the group's activities.
18. They have made handicrafts and sold them.
19. They have used the profit to help street children and poor families.
20. The program has run for almost two years now.



## Associating



All the verbs between brackets in the sentences below refer to actions or happenings in the past, related either to the time when they happened or the present moment. Put the verbs in the correct forms according to the contexts.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too. While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first conversation has been done for you. First, copy the example.

### Conversation 1:

Siti: Hi Lina. I heard that you (visit) Cinta Kasih orphan home yesterday?

Lina: Yes, I did. Finally. I'm very happy now that I (meet) them. They are happy kids. I want to know them better. I think I can learn a lot from them.

Siti: Good on you. Let's visit them again soon.

### Conversation 1:

*Siti: Hi Lina. I heard that you visited Cinta Kasih orphan home yesterday?*

*Lina: Yes, I did. Finally. I'm very happy now that I have met them. They are happy kids. I want to know them better. I think I can learn a lot from them.*

*Siti: Good on you. Let's visit them again soon.*



## Associating

### Conversation 2:

Udin: Beni, let's take our friends at the orphan home to Ujung Genteng this holiday.

Beni: That sounds a good idea. I (never, be) there before. Have you?

Udin: Yes, I have. I (go) there last year, but I would love to go again with you guys. The beach there is so beautiful and quiet. I'm sure you'll love it.

### Conversation 3:

Edo: Dayu, (you, contact) Riri? Yesterday you (promise) to call her to tell her where she could buy material for handicrafts.

Dayu: No, I haven't. I completely (forget). Thanks for reminding me about that, Edo. I'll call her right away.

Edo: That's better. So that you will not forget again.

### Conversation 4:

Lina: Nani told me that she didn't have any relatives at all. I feel sorry for her.

Dayu: It's true. She doesn't have any relatives, but her father has one close friend, uncle Malik. He and his family often visits Nani. This year they (visit) Nani 5 times.

Lina: Good to hear that. I (think) she was completely alone.

### Conversation 5:

Edo: I didn't know that kids at orphanage are cheerful and friendly kids. It turns out that they are happy and smart.





## Associating

Beni: Not only that. They (help) other kids, too. I think we should do something like that, too. So far we (be) busy thinking only about ourselves.

Edo: Yes, you're right. Let's think about something that we can do to help the orphans and other needy children.

### Conversation 6:

Udin: Siti, let's visit our friends at the orphanage again. Before we left, I (tell) them I would visit them again soon. I want to keep my promise.

Siti: Let's go this weekend. I (never, hear) from them since Dayu's birthday last month. I'm sure Dayu, Lina, Beni, and Edo would like to go with us.

Udin: I think so. Let's find them and ask them to go with us.



Work in your group.

- a. Discuss (1) what you have done or (2) what you have not done in the three situations below.
- b. State explicitly at least three actions that you do/do not do, or you did/did not do, including the time when you do/did them.

The situations:

1. Now I can speak English or I can speak English a little, or I cannot speak English
2. I am prepared or I am not prepared for my final exam.
3. I know a lot or I know very little or I do not know about my neighbours.
4. I am useful or I am not useful for other people.

Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say your sentences loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.

One example is given to you. First, copy the example.

Then, put your work on the wall so that the others in your class can see your sentences. Discuss your sentences with them.





1. Now I can speak English or I can speak English a little, or I cannot speak English.

**This is what you may write:**

Now I can speak English a little because I **have tried** to use English with my teacher and friends.

- 1) I greet my teacher and friends in English.
- 2) Everyday I try my best to use English with my English teacher.
- 3) All the way to school this morning, I tried to talk to Budi in English.
- 4) Just now I asked my teacher the English word for 'melamun'. It is 'daydream'.
- 5) I answered all my teacher's questions in English today.



In your journal, write your reflection about your learning this chapter.

### My Journal

I have just learnt to

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---

---

The activities I like most were

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The activities I found most difficult were

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---

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What I need to do better is/are

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# CHAPTER

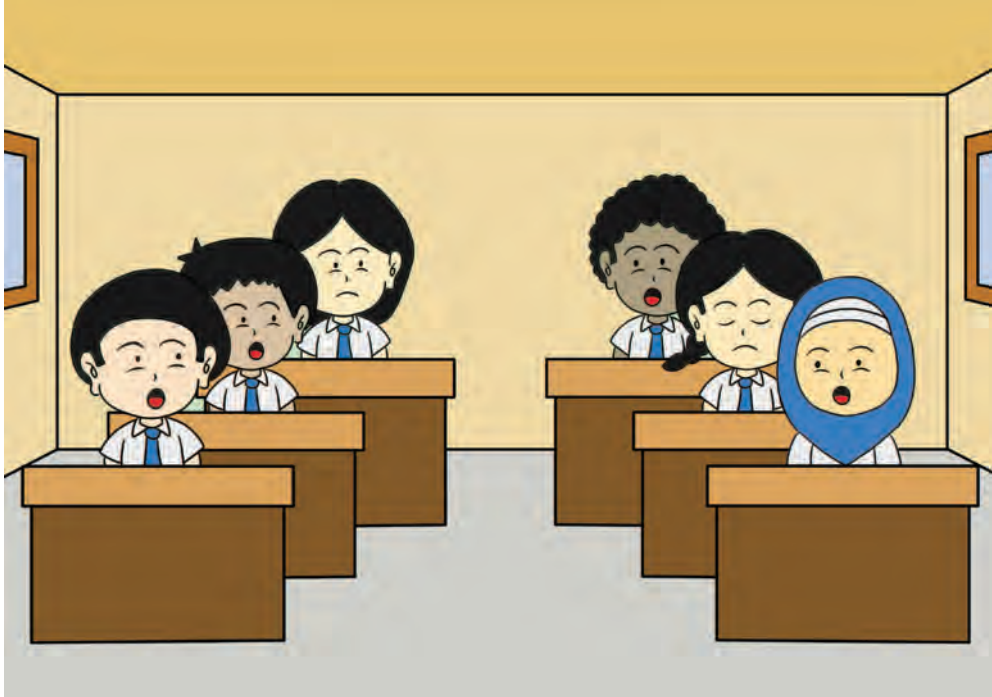
# IX

You get what you earn!



I will learn to communicate reasons, effects, and contracts

- to provide an explanation
- to give good examples
- to give excuses
- to clarify
- etc.



Now there are many cars, motorcycles, buses, and trucks on our roads. Udin, Lina, Beni, Edo, and Siti are talking about some bad things caused by motor vehicles. Let's read their sentences together, loudly, clearly, and correctly. First, repeat after me.



## Observing & Questioning



The roads are not safe now **because** many people do not drive carefully. They drive too fast. Many pedestrians get accidents **because** they do not cross the road carefully or **because** they walk too close to the traffic.

In big cities there are traffic jams everywhere **because** there are too many motor vehicles on the roads. It takes longer to go from one place to another now **because** there are traffic jams everywhere.



I walk to school, **because** walking is healthy. Sometimes I go to school on my bicycle too. My father is rarely sick **because** he goes to his office by bike.

My father also rides on his bicycle to work, **because** he wants to save the environment. **Because** he does not go to office by motorcycle, he also helps to save the energy and keep the air clean.





## Observing & Questioning



You are right. And, **because** more and more people drive or ride on their motorcycles to work or to school, the air is very polluted now. Our environment is not good for our health anymore. People get sick easily **because** the air is dirty.

And, **because** the air in big cities is polluted by the smoke from motor vehicles, we can only see few stars there. In my grandma's village we can see thousands of stars every night because the sky is very clear there.







## Observing & Questioning

Work in your group. Now, complete the following sentences with the students' statements. Pay attention to *how* and *what* for the word 'because' is used.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

The first one has been done for you. First, copy the example.



1. *Udin is saying that the roads are not safe now, because many people do not drive carefully. They drive too fast.*
2. *According to Udin, many pedestrians get accidents because \_\_\_\_\_.*
3. *According to Lina, because \_\_\_\_\_, there are many traffic jams in big cities.*
4. *Lina is also saying that you need more time to go from one place to another now because \_\_\_\_\_.*
5. *Beni goes to school on foot because he thinks \_\_\_\_\_.*
6. *In Beni's opinion his father is always healthy because \_\_\_\_\_.*
7. *Siti thinks her father saves the environment because \_\_\_\_\_.*
8. *In Edo's opinion the air pollution is very bad now because \_\_\_\_\_.*
9. *Edo also thinks that because \_\_\_\_\_ people get sick easily now.*
10. *In Dayu's opinion city people can see few stars in the sky at night because \_\_\_\_\_.*
11. *Dayu also thinks that there are more stars in the village than in the city because \_\_\_\_\_.*



## Observing & Questioning



A *reason* is always associated with a *result*. To state a reason, you use *because*, but to state a result, you use *so*, with more or less the same meaning.

Work in your group. Restate each student's statements by stating the results. Hand-write your work on a piece of paper.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Udin's statements have been done for you. First, copy the examples.

Udin: "The roads are not safe now **because** many people do not drive carefully."

You: "In other words, many people do not drive carefully, so the roads are not safe now."

Udin: "The roads are dangerous now **because** many people drive too fast."

You: "In other words, people drive too fast, so the roads are dangerous now."

Udin: "Many pedestrians get an accident **because** they do not cross the road carefully."

You: "In other words, many pedestrians do not cross the road carefully, so they get an accident."

Udin: "Many pedestrians get an accident **because** they walk too close to the traffic."

You: "In other words, many pedestrians walk too close to the traffic, so they get an accident."



## Observing & Questioning

Work in pairs to present your work in front of the class. One of you will state the fact with the reason, and the other will state the fact with the result.

First study the examples and practice presenting them.

Say every sentence loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.



This is your hand-written work.

*Udin: "The roads are not safe now **because** many people do not drive carefully."*

*You: "In other words, many people do not drive carefully, so the roads are not safe now."*

This is what you should say to present it orally in front of the class.

Student 1: **Udin says** the roads are not safe now because many people do not drive carefully".

Student 2: **In other words**, people do not drive carefully, so the roads are dangerous now.

This is your hand-written work.

*Udin: "The roads are dangerous now **because** many people drive too fast."*

*You: "In other words, people drive too fast, so the roads are dangerous now."*

This is what you should say to present it orally in front of the class.

Student 1: **According to Udin**, the roads are dangerous now **because** many people drive too fast.

Student 2: **In other words**, people drive too fast, so the roads are dangerous now.



## Collecting Information



You will listen to the students telling us very good things about their town. It has just won the Adipura award, and they are *explaining* why it has won the award.

Listen to what they say carefully.

Work in your group. Now, rewrite the explanation given by each of the students in one paragraph by using the given clues. To complete each sentence, state the *reason* or the *result* of the fact stated in the clues.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Some examples have been done for you. First, copy the examples.





1. Udin's explanation

The clues

- On the Independence Day Udin's town has won the Adipura award because ....
- Before, the people did not care, so ....
- Now, it is clean and beautiful because ....

Your paragraph

1. *Udin's explanation:*

*On the Independence Day his town got the Adipura award because it is the cleanest town in the province. Before the people did not care, so it (the town) was dirty and messy. Now, it is clean and beautiful because the government and the people have been working hard together.*

2. Dayu's explanation

The clues

- Before there were not many trees, so ....
- But, it is clean and green now, because ....
- Every body in town is happy to take part in it because....

Your paragraph

2. *Dayu's explanation:*

*Before there were not many trees so it was hot and dry. But, it is clean and green now, because three years ago the mayor launched a program to clean the town and to plant trees. Every body in town is happy to take part in it because the government planned the program together with them (or, the people).*



3. Siti's explanation

The clues

- People can separate the wet waste from the dry waste because.....
- The rubbish bins in every house are never smelly because ....
- There are many rubbish bins around the town so ....

4. Udin's explanation

The clues

- The government has fixed the floors and the pavements of the big market, so....
- The toilets do not smell, because ....
- The shops look new and shiny because ....

5. Beni's explanation

The clues

- The rivers and the ditches in the town are cleaned regularly so ....
- The streets and pavements in the neighbourhood are clean because ....
- The ditches in the neighbourhood are clean because ....

6. Lina's explanation

The clues

- There are parks and playgrounds around the town so....
- Many people enjoy their weekend riding on their bicycles because ....



## Collecting Information



You have learnt to state the reason with the conjunction 'because' and the result with the conjunction 'so'. Now, you will learn to use 'but' to state a contrast. Look closely at each picture. Then, say the sentences correctly, loudly, and clearly. First, repeat after me.



"Mr. Jufri is trying to stop smoking but he says it is not easy. He started smoking a long time ago when he was in SMP. He often has bad coughs and gets sick easily. Now he believes 100 % that smoking is not good for his health. He knows it is not easy to cut down on cigarettes but he keeps trying."



## Collecting Information



“Donny learned to ride on a motorcycle with his friends last year, and he can do it well now. But, he never rides on a motorcycle on the road because he has not got a driving license yet. He is only 15 years old now.”



“Saskia is the eldest of four children in her family. She does the chores and takes care of her younger sisters and brother all the time. But she can always finish her homework, and she always gets good marks. She can manage her time very well.”





## Collecting Information



"The furniture in the classroom is made of teak wood. The chairs, the tables, and the cupboard are very old, but they still look good. They are clean and shiny. They are strong but they are very heavy and not easy to move."



"Three students in my class are the best football players of our school. But, our class has never won the Principal's Cup. We lost the match with Class 9B so we did not even go to the final. Maybe our team does not have good team work."



## Collecting Information



"Many students do not like English because to them English is a difficult subject. But with Mr. Dede English is easier to learn. I think he is the best English teacher. He gives us many things to do and many texts to read, but we enjoy doing the activities. They are useful and interesting."



## Associating

Work in your group. Complete the sentences with the information according to the texts above.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Four sentences about Mr. Jufri have been done for you. First, copy the examples.



1. The following sentences are about Mr Jufri.
  - It is not easy for Mr. Jufri to stop smoking because ....
  - He smokes a lot so ....
  - Now he believes that smoking is not healthy, so ....
  - He keeps trying to smoke fewer but ....

1. *The following sentences are about Mr Jufri.*
  - *It is not easy for Mr. Jufri to stop smoking because he started smoking a long time ago when he was in SMP.*
  - *He smokes a lot so he often has bad coughs and gets sick easily.*
  - *Now he believes that smoking is not healthy, so he wants to stop smoking.*
  - *He keeps trying to smoke fewer but he knows it is not easy.*



2. The following sentences are about Donny.
  - Donny is only 15 years old but ....
  - He can ride on a motorcycle because ....
  - He does not have a driving license so ....
  - He cannot have a driving license now because ....
  
3. The following sentences are about Saskia.
  - Saskia is the eldest in her family so ....
  - She has so many things to do at home but ....
  - She can finish her homework because ....
  
4. The following sentences are about the furniture in the classroom.
  - The furniture in the classroom is very strong because ....
  - The chairs, the tables, and the cupboard are old but they look good because ....
  - They are very heavy so ....
  
5. The following sentences are about the class's football team.
  - Our class has the best football players of our school but ....
  - We did not even go to the final this year because ....
  - Maybe our team have lost the matches because ....
  
6. The following sentences are about learning English with Mr. Dede.
  - To many students English is difficult so ....
  - The English teacher is Mr. Dede so ....
  - The students have to work hard in his class but....
  - They enjoy doing the tasks because ....



## Reflecting



I will lead you to reflect on what you are learning now. Complete the statements in the box. Handwrite your answers. Then present them to the class orally.

Now I know that

# to state a reason, we use ....  
For example, ...

# to state a result, we use ....  
For example, ...

# To state a contrast, we use ....  
# For example, ...





## Reflecting

Work in your group. You have learned to state a result with *so*. Study the examples below, and you will see that *therefore* can also be used to state a *result*, with more or less the same meanings.

Complete the sentences below to restate the results of the facts that you have learned previously with *therefore*.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Two examples have been done for you. First, copy the examples.



1. Edo's town is the cleanest town in the province. Therefore, ...  
*Edo's town is the cleanest town in the province. Therefore, it won the Adipura award on the Independence Day.*
2. Before the people did not care. Therefore, ...  
*Before the people did not care. Therefore, it was dirty and messy.*
3. People do not cross the roads carefully. Therefore, ...
4. There are a lot of traffic jams in big cities. Therefore, ...
5. Benny believes that walking is healthy. Therefore, ...
6. Benny's father does not go to work by motorcycle. Therefore, ...
7. The sky in the village is clear because there is no air pollution.  
Therefore, ...
8. Mr. Jufri started smoking when he was very young. Therefore, ...
9. Donny is only 15 years old. Therefore, ...
10. The furniture is made of teak wood. Therefore, ...
11. Our football team does not have good team work. Therefore, ...
12. Mr. Dede is a good English teacher. Therefore, ...



## Associating



You have learned to state a contrast with *but*. Study the examples below, and you will see that *although* can also be used to state a contrast, with more or less the same meanings.

Work in your group. Restate each student's contrasting statements by using *although*. Hand-write your work on a piece of paper.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me. Some examples have been done for you. First, copy the examples.

1. Mr. Jufri keeps trying to stop smoking but he knows that it is not easy.

**Although** *Mr. Jufri knows that it is not easy, he keeps trying to stop smoking.*

2. Donny is only 15 years old but he can ride on a motorcycle.

**Although** *Donny is only 15 years old, he can ride on a motorcycle.*

3. Saskia has a lot of things to do everyday, but she can always finish her homework.

**Although** *Saskia has a lot of things to do everyday, she can always finish her homework.*



## Associating

4. This story is long and there are a lot of new words in it, but I'm trying my best to read and understand it.
5. She lives far from the school and she walks to school, but she never comes late. She even gets to school earlier than many of us.
6. Many teachers say that our class is the best of all the Grade 9 classes, but I don't think that the other classes are not as good as us. We just have better team work and help each other.
7. Paper is not expensive, but we will use the back part of used calendar paper to write our stories for the wall magazine to help reduce waste.
8. Our choir team is new and has practised only for one month, but we could get the third prize of the Mayor's Cup in the Jayapura Choir Competition for Junior High School. I'm very proud of my choir team.
9. Our school does not have many English books and we do not have a language laboratory, but we can speak English well because Mrs. Siregar always uses English with us and makes us use English with her too.
10. Our school does not have a lot of money, but I'm sure we can build a good badminton court. We can collect just 500 rupiahs from every student, and then work together to build a badminton court ourselves.





## Communicating

Work in your group. You will tell us five facts that you know well in your real life by completing the following sentences. Do NOT change the order.

Hand-write the sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me. Two situations have been done for you. First, copy the examples.

Then, put it on the wall so that the others in your class can see your points. Discuss your point with them.



1. I want ... but ... because ....  
But I ... because ...

### **Your answer:**

*I want to join the walk to the beach on Sunday, but I can't because a cousin of mine from Seram is coming.*

*But I will join the walk next month because walking is my favourite hobby.*

2. My mother ... so ....  
Although she ..., ....
3. Our class ... although ....  
But ... because ....
4. Many students ... but ....  
Because ..., they ....  
So, ..., although ....
5. Our forests .... because ....  
But ..., although ..., so....



In your journal, write your reflection about your learning this chapter.

My Journal

I have just learnt to

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The activities I like most were

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The activities I found most difficult were

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What I need to do better is/are

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# CHAPTER

## Sangkuriang

# X

Here I will learn

- to listen to a folktale
- to read a folktale for myself
- to read a folktale to other people
- to get a moral lesson from a folktale



## Observing & Questioning



I will read you a folktale from West Java, Indonesia. The title is "Sangkuriang."  
Follow the story actively.

One of you will write the complete story on the board. Follow him/her and hand-write the story on a piece of paper.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.





## Observing & Questioning



Let's discuss what we can learn from Sangkuriang with the following questions. You can also ask other questions.

We will do the activity orally. Make sure you speak loudly, clearly and correctly.

- 1) Who is Dayang Sumbi? Describe her.
- 2) Who is Tumang? Why did Dayang Sumbi marry him?
- 3) Was Tumang a human being or a dog?
- 4) What did Sangkuriang know about Tumang?
- 5) One day he killed Tumang. Did he kill him because he was a bad son to his father? Why did he kill Tumang?
- 6) If you were Dayang Sumbi, would you tell Sangkuriang the truth or would you keep the secret from him? Explain your answer?
- 7) What happened to Sangkuriang after he killed Tumang?
- 8) When he saw Dayang Sumbi, he proposed to marry her. Was he a bad son to his mother? Why did he want to marry her?
- 9) Why did Dayang Sumbi ask him to build a lake and a boat in one night?
- 10) Why could not Sangkuriang finish the boat?
- 11) How did the boat get upside down?
- 12) What have we learnt from the story?
  - a. You must not kill your parents.
  - b. You must not marry your mother.
  - c. You should not hide the truth.
  - d. You should accept the truth that you will get old.



## Collecting Information

Work in your group. It is now your turn to practise reading “Sangkuriang” to other people.

Make sure you know the meaning of every word, and read out the story meaningfully, loudly, clearly, and correctly.

Take turns. Correct any mistakes you hear. Use a dictionary. If you have any problems, come to me.



Work in your group. The following text is a summary of Sangkuriang, but with some of the words missing. Fill in the blank spaces with the right words you can choose in the right column.

Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.



Paragraph 1

Dayang Sumbi was a \_\_\_\_\_ and kind-hearted princess, but \_\_\_\_\_ she was very lazy. Her hobby was \_\_\_\_\_ cloth. \_\_\_\_\_ her weaving tool fell. Tumang, a \_\_\_\_\_ dog, came to bring her \_\_\_\_\_ back to her. As she had promised, she \_\_\_\_\_ him. Tumang was actually a \_\_\_\_\_ who had been cursed by a \_\_\_\_\_ to become a dog. But sometimes he could \_\_\_\_\_ back to a normal man. Dayang Sumbi and Tumang got one \_\_\_\_\_. His name was Sangkuriang. He did not know that Tumang was his \_\_\_\_\_ because he was a dog \_\_\_\_\_ he was with him. Tumang always accompanied \_\_\_\_\_ whenever he went hunting in the \_\_\_\_\_.

Sangkuriang

cursed

turn

whenever

one day

father

male

weaving

to bring

married

dog

son

woods

beautiful

sometimes

man



Paragraph 2

When he was twelve years old, Dayang Sumbi \_\_\_\_\_ Sangkuriang to bring her a deer's \_\_\_\_\_. But after many days in the \_\_\_\_\_, he could not find a \_\_\_\_\_. He did not want to \_\_\_\_\_ his mother, so he killed Tumang and \_\_\_\_\_ his heart home and \_\_\_\_\_ it to his mother. Because of her \_\_\_\_\_ to Tumang, Dayang Sumbi \_\_\_\_\_ it was his heart, not a \_\_\_\_\_ heart. She got very angry \_\_\_\_\_ Sangkuriang. She hit him with \_\_\_\_\_ wood on his forehead, and \_\_\_\_\_ him to go away. \_\_\_\_\_ wounded, Sangkuriang left her and the \_\_\_\_\_.

brought  
village  
gave  
asked  
badly  
told  
a piece of  
love  
knew  
deer's  
at  
woods  
deer  
disappoint  
heart





## Collecting Information

Work in your group. The following are the next three paragraphs of the story, but the sentences in each paragraph are not in a good order. Put them back together into a well-ordered paragraph.

Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.



### Paragraph 3

1. He fell in love with her at the first sight.
2. She could never get older because she was granted eternal youth by the gods.
3. There he met a beautiful young woman.
4. He did not know that she was Dayang Sumbi.
5. One day Sangkuriang went back to his village.
6. He was big and strong.

### Paragraph 4

1. Then she got an idea.
2. Dayang Sumbi saw the bad scar on his forehead.



## Collecting Information

3. She gave him a task which she thought was impossible for him to do.
4. She told him the truth again and again but he would not believe her.
5. One day he approached Dayang Sumbi to propose her.
6. She asked him to make her a lake and a boat in one night.
7. She soon realized that he was her own son, Sangkuriang.
8. She was thinking hard to find a way not to marry him.
9. She did not know Sangkuriang had genies to help him to do the task.

### *Paragraph 5*

1. Knowing Dayang Sumbi cheated him, Sangkuriang got very angry.
2. Dayang Sumbi got very worried.
3. She was thinking hard again to find a way to fail him.
4. The genies thought that the morning was almost broken.
5. It is now known as Mount Tangkuban Perahu.
6. By dawn both the lake and the boat were almost done.
7. She asked the people in the village to burn the woods in the east, so that the light made all the cocks in the village crow.
8. They ran away as fast they could, leaving the boat unfinished.
9. Then she had an idea.
10. He kicked the boat so hard that it went upside down.



## Reflecting



I will lead you to reflect on what you are learning now. Complete the statements in the box. Make sure you speak and write clearly and correctly.

- # I have learnt many new words from Sangkuriang, that is, ....
- # I have learnt from the main character, Sangkuriang, that ....
- # I have learnt from Dayang Sumbi that ...





## Associating

Now I will read out to you a folktale from Vietnam. The title is *The Golden Star-Fruit Tree*.

Close the book, and follow the story actively.



### THE GOLDEN STAR-FRUIT TREE

A long time ago there was a rich old man living in Vietnam. He had two sons. They had very different attitudes. The older brother was very greedy, and the younger brother was very kind. When the old man died, the brothers divided his father's wealth into two parts. The big brother took almost everything. He gave his younger brother only a small piece of land, with a star-fruit tree in front of it. The younger brother did not mind. From then on he lived there and made his living only by selling star fruits from the tree.

Unfortunately, a very big raven often came and ate all the ripe fruits. At first he was too afraid of the raven, and did not know what to do. But one day he dared to approach the raven. He begged to it not to eat the fruits. "If you eat the fruits, I will have nothing to sell to the market, and my family will starve."

Surprisingly the raven was not angry. He replied, "I need the fruits too. Can I have them and I'll pay you with gold. Bring a 1-meter long bag, and I'll bring to a place full of gold and you can fill the



## Associating

bag full with gold."The younger brother then told his wife to make a 1-meter long bag. When the bag was done, he climbed on the raven's back and they flew to a place full of gold. He filled the bag full with gold, and then flied back home on the raven's back. From then on, the younger brother and his family could live happily in luxury.

On the commemoration of his father's death, he invited his older brother to come to his house. Thinking that his brother had a poor house, the big brother refused to come. But because his younger brother insisted, he and his wife finally decided to come. When they got to the younger brother's house, they were surprised to see that he was now very rich.

He asked his younger brother how he had got all his wealth, and the younger brother was happy to tell him the truth. Then the greedy brother and his wife offered the younger brother to trade all their fortune for the star-fruit tree. The younger brother gladly accepted the offer. Soon the older brother and his family moved to the house with the star-fruit tree. When the raven came for the star fruits, the older brother made the same plea. As expected, the raven told him to bring a 1-meter long bag.

Because he was greedy, he asked his wife to make a much longer bag. When the bag was done, he climbed on the raven's back and then they flew to the place full of gold. He filled the big bag with gold. He also brought some gold in his pockets. On the way home, the load soon became too heavy for the raven. Unable to hang on, the raven swayed, and the greedy brother fell straight down to the sea with his bag and pockets full of gold. He sank very fast down the sea. The older brother finally died. He died because of his greed.



## Associating



Work in your group. It is now your turn to practise reading the folktale to other people.

Make sure you know the meaning of every word, and read out the story meaningfully, loudly, clearly, and correctly.

Take turns. Correct any mistakes you hear. Use a dictionary. If you have any problems, come to me.

A folktale is one kind of story. Basically there are three parts of a story.

- The first part sets the scene and introduces the characters.
- In the second part main character(s) face(s) a problem.
- In the third part, the problem(s) is/are resolved, for better or for worse.

A folktale with one or two characters and with a simple problem is usually short. But with more characters and more complex problems the structure is more complex.

In your group, identify the parts where the characters in *Sangkuriang* and in *The golden Start-Fruit Tree* are introduced.

Write your findings on a piece of paper, with the heading 'The sentences to introduce the scenes and characters'. Then, share your work loudly to the class.





## Associating



Work in your group. Identify the parts where the characters in *Sangkuriang* and in *The Golden Start-Fruit Tree* face a problem.

Hand-write your findings on a piece of paper, with the heading 'The sentences to introduce the scenes and characters'.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.

Then, share your work loudly to the class.

Work in your group. Identify where the problem is resolved in *Sangkuriang* and in *The Golden Start-Fruit Tree*.

Hand-write your findings on a piece of paper with the heading 'The sentences to introduce the scenes and characters'.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.

Then, share your work loudly to the class.



 Communicating



In your journal, write your reflection about your learning this chapter.

My Journal

I have just learnt to

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The activities I like most were

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The activities I found most difficult were

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What I need to do better is/are

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# CHAPTER

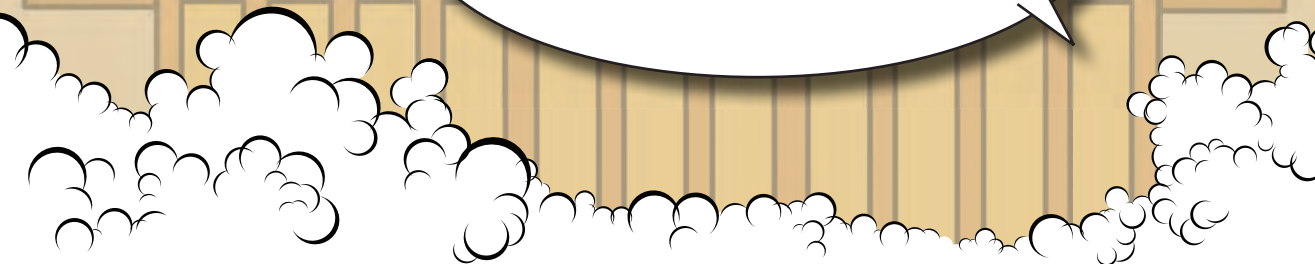
## They are made in Indonesia.

# XI

## I'm Made In Indonesia



I will learn to use sentences in the passive voice, to describe objects





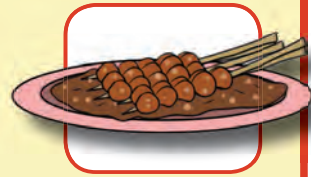
## Observing & Questioning



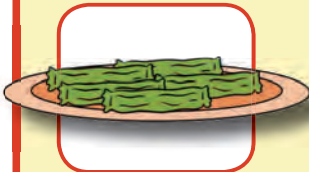
Here are Siti, Lina, Udin, and Beni describing four very popular foods from Indonesia. Say the sentences loudly, clearly, and correctly. First, repeat after me.



Satay or 'sate' **is made** of chicken, beef, or lamb. 'Sate ayam' **is made** of chicken, 'sate kambing' is made of lamb, 'sate sapi' **is made** of beef. Small pieces of meat **are marinated** in spicy soy sauce. Some pieces of well **marinated** meat **are skewered**. Then, on skewers, satay **is grilled** over very hot charcoal. It **is served** with peanut sauce or soy sauce.



'Lemper' **is made** of a handful lump of **steamed** glutinous rice. It **is filled** with chicken or beef filling. Each piece **is wrapped** in banana leaf, and the wrapping **is secured** on both ends with tooth picks or 'lidi'. Lemper in banana leaf **is steamed**, or **cooked** over a very hot barbeque or grill. If the rice **is well-cooked** before lempers **is filled** and **wrapped**, it **can be served** straight away with the banana leaf still green and fresh.





## Observing & Questioning



Pempek is a very popular food from the South Sumatera. It **is made** of fish and tapioca starch. Fish, tapioca starch, and water **are mixed** to make thick dough. In different shapes and sizes, the dough **is boiled** until it floats. The **cooked** pempek is then **deep-fried**. Pempek **is served** with very thin sauce called 'cuko'. Cuko **is made** of water, palm sugar, chilly, garlic, tamarind, and salt.



Krupuk are very crunchy crackers. Different kinds of crackers are easily **found** everywhere in Indonesia. It **is made** of tapioca starch. It **is flavoured** with fish, shrimp, or garlic. Krupuk **is shaped** in thin pieces. The pieces of krupuk **are dried** under the sun until it is completely dry and hard. Very dry krupuk **is deep-fried** in hot oil. Some kinds of crackers **are fried** in very hot sand.



List the facts about the traditional foods stated by Udin, Siti, Lina and Beni.

- 1) Eight facts about satay
- 2) Six facts about lempeng
- 3) Seven facts about pempek
- 4) Eight facts about kerupuk.

Hand-write your work on a piece of paper. Underline the verb in every sentence. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems come to me.

Some examples have been done for you.

First, copy the example.



1. *Eight facts about Satay stated by Udin.*

- 1) *Satay or 'sate' is made of chicken, beef, or lamb.*
- 2) *'Sate ayam' is made of chicken.*
- 3) *'Sate kambing' is made of lamb.*
- 4) *Etc.*



## Observing & Questioning



In the conversations below, some tourists who have been to Indonesia are talking about some Indonesian arts.

Let's read the conversations together. Say the speakers' sentences loudly, clearly, and correctly. First, repeat after me.



A: This awesome gift **was given** to me by my friend. What do you think?

B: Wow, that looks nice! What **is it called**? Is that **made** in Indonesia?

A: Yes, I **was given** by a friend from Indonesia. This item **is called** an Angklung. Angklung is a musical instrument from the Sundanese culture of West Java. It **is made** of bamboo. It **is used** to play not only traditional but also modern music.



A: That cloth looks beautiful! **Is it made** in Indonesia?

B: Yes, it is a traditional cloth from the Batak culture, North Sumatra. It **is called** an 'ulos'.

A: How do they wear it? When?

B: It is worn by men and women in ceremonial events like weddings and funerals. It **is usually draped** over one shoulder. Sometimes it **is worn** to cover both shoulders.

A: What **is it made** of?

B: Ulos **is made** of cotton thread. The thread **is woven** by hand.



A: I got this awesome souvenir when I was working in Papua last year. I love it!

B: What is that? Is that a bag or basket?

A: It is a bag. It **is called** a 'noken'. It **is made** in Papua.

A: It looks strong. What **is it made** of?

B: It **is made** of wood fibre or leave fibre.

B: The bag is very big and the straps are very long. How do you carry it?

A: Traditionally it **is hung** on the head to carry many things. My noken is now hung on the wall of my office. I see it as a symbol of hard work.





A: The umbrellas look very artistic! I like the decoration of colourful flowers on it. Is that Indonesian art?

B: Yes. They **are called** 'payung geulis', or beautiful umbrellas. They **are made** in Tasikmalaya of the West Java province.

A: What **are** they **made** of?

B: They **are made** of plain waterproof paper or cloth. Then pictures of colourful flowers **are painted** or **embroidered** on the outer part of the umbrella.

A: Awesome!





## Collecting Information

The paragraphs below describe each of the above Indonesian handicrafts. The verbs have been left out. Complete the sentences again with suitable verbs in the passive voice. Remember that each verb consists of TWO words.

Hand-write your work on a piece of paper. Underline the verb in every sentence. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Some examples have been done for you.

First, copy the example.



1. This musical instrument \_\_\_\_\_ an *angklung*. It \_\_\_\_\_ in Indonesia. It is from Sunda, West Java. It \_\_\_\_\_ of bamboo. It \_\_\_\_\_ to play traditional as well as modern music.

*This musical instrument is called an angklung. It is made in Indonesia. It is from Sunda, West Java. It is made of bamboo. It is used to play traditional as well as modern music.*

2. This cloth \_\_\_\_\_ an *ulos*. It \_\_\_\_\_ in North Sumatra, Indonesia. It \_\_\_\_\_ in special events like weddings and funerals. It \_\_\_\_\_ on one shoulder or both shoulders. It is made of cotton. It is woven by hand.
3. This bag \_\_\_\_\_ a *noken*. It \_\_\_\_\_ in Papua, Indonesia. The bag is very strong because it \_\_\_\_\_ of wood fibre or leave fibre. It \_\_\_\_\_ to carry many things. It \_\_\_\_\_ on the head.
4. The beautiful umbrellas \_\_\_\_\_ *payung geulis*. They \_\_\_\_\_ in Tasikmalaya, Indonesia. They \_\_\_\_\_ of plain waterproof paper or cloth. Beautiful pictures of flowers \_\_\_\_\_ on paper umbrellas. On cloth umbrellas, the pictures \_\_\_\_\_.





## Collecting Information



I will read out to you some conversations between tourists about some other Indonesian handicrafts.

Follow the conversations actively and pay attention to how they say about the objects.

The paragraphs on next page describe each Indonesian handicraft you have just listened to. The verbs have been left out. Complete the sentences again with suitable verbs in the passive voice. Remember that each verb consists of TWO words.

Hand-write your work on a piece of paper. Underline the verb in every sentence. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Some examples have been done for you.

First, copy the example.





## Collecting Information

1. The sandals \_\_\_\_\_ *kelom geulis*. They \_\_\_\_\_ in Tasikmalaya, Indonesia. They \_\_\_\_\_ of light wood. They \_\_\_\_\_ by hand. They are beautiful because they \_\_\_\_\_ beautiful colours. They \_\_\_\_\_ with artistic pictures. The straps \_\_\_\_\_ of fabric, plastic, or leather. They \_\_\_\_\_ for formal occasions.
2. These knives \_\_\_\_\_ in Indonesia. Actually they are weapons, but they \_\_\_\_\_ in wars now. They \_\_\_\_\_ as souvenirs. They \_\_\_\_\_ on the walls for decoration. The one that \_\_\_\_\_ like an L, \_\_\_\_\_ a *rencong*. It \_\_\_\_\_ in Aceh. The other one \_\_\_\_\_ in Kalimantan. It is called a *mandau*.
3. Jepara and Bali \_\_\_\_\_ for their beautiful wood carving. These wood carvings \_\_\_\_\_ of hard wood. They \_\_\_\_\_ by hand by very skillful traditional carvers. They \_\_\_\_\_ by using a very sharp mullet called a *tatah*. The ganesha wooden sculpture \_\_\_\_\_ in Bali. The wall decoration carving \_\_\_\_\_ in Jepara.
4. These puppets \_\_\_\_\_ wayang kulit. They \_\_\_\_\_ in Indonesia. They \_\_\_\_\_ of water buffalo hide. The sticks to hold the puppets \_\_\_\_\_ of water buffalo horn or wood. A wayang have fine holes all over the body. They \_\_\_\_\_ one by one with a mullet called a *tatah*. Leather wayangs \_\_\_\_\_ to tell stories. They \_\_\_\_\_ by a very clever puppeteer. The puppeteer \_\_\_\_\_ a *dalang*.



## Collecting Information



The table below shows you that every verb has four different forms, and the passive voice uses the form of the verb in the last column.

Put all the main verbs you have learned in this chapter, from the first text to the last one, into the table, in all the four forms.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Some examples have been done for you.

First, copy the example.

	to–	Present	Past	For the passive voice
1	<i>to make</i>	<i>make</i>	<i>made</i>	<i>made</i>
2	<i>to marinate</i>	<i>marinate</i>	<i>marinated</i>	<i>marinated</i>
3	<i>to skewer</i>	<i>skewer</i>	<i>skewered</i>	<i>skewered</i>
4	<i>to grill</i>	<i>grill</i>	<i>grilled</i>	<i>grilled</i>
5	<i>to serve</i>	<i>serve</i>	<i>served</i>	<i>served</i>
6				
7				



## Collecting Information

8				
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## Reflecting

I will lead you to reflect on what you are learning now. Complete the statements in the box.



Now I know that the verb in the passive voice consists of two words, BE and the main verb in the last column, for example ... (get some examples from the texts you have learned).

The verb 'is' and 'are' are the variations of the verb BE in the simple present tense.

The passive voice verb is very useful to describe objects.





## Associating



The passive voice is often used in textbooks or encyclopedias to describe objects scientifically. For example, the four texts below are taken from a children's encyclopedia and a science book.

Work in your group. Practice reading each text to each other.

Make sure you know the meaning of every word, and read out the story meaningfully, loudly, clearly, and correctly.

Take turns. Correct any mistakes you hear.

Use a dictionary. If you have any problems, come to me.

### Rock

Rocks are very hard materials. Some rocks contain metals. They **are called** ores. Others contain fossils of animals or plants that dies millions of years ago. Many rocks contain crystals. A few rock crystals, such as diamond, are extremely valuable because they are very rare. These crystals **are called** gems. Some rocks, such as sandstone, **are made** when mud or grains of sand **are** slowly **squashed** together.

(Adapted from *Science made easy*, 2008, p. 16)



## Associating

### Fabric

Fabrics **are used** around the house to make clothes, curtains, towels and furniture coverings. Fabrics such as cotton, linen, wool and silk **are made** from natural fibres, which come from plants and animals. Fabrics **can** also **be made** of plastic, or a mixture of plastic and natural fibres. Fabrics have different properties. For example, some are tough, while others wear away quickly.

(Adapted from *Science made easy*, 2008, p. 12)

### Chicken

Chickens **are kept** as farm animals all over the world. They **are related** to wild birds that were tamed by humans over 4,000 years ago. Chickens can fly for short distances, but they prefer to walk or run.

Farmyard chickens eat seeds and small insects. They will also peck grain that **is sprinkled** on the ground. On some big farms, however, hens **are fed** on special food and kept in small cages. Male chickens are called cockerels and have large crests on their heads and a ruff of long feathers round their necks. They often make a loud crow, especially at daybreak. Female chickens **are called** hens. They are smaller and less colourful than coskerels. Hens **are kept** for both their meat and their eggs.

(Adapted from *The Little Animal Encyclopedia*, 2001, p. 35)



## Cow and Bull

Female cattle **are called** cows and the males **are called** bulls. They **are kept** on farms all over the world for their meat, called beef, and for their milk. We also use their hides (skin) to make leather shoes and cloths.

Female cattle that **are reared** for their milk **are called** dairy cows. Twice a day they **are brought** in from the fields **to be milked**. Special machines suck the milk from the cow's udder.

Although they are not clever animals, cattle are very strong. In many parts of the world, they **are used** to pull ploughs and carts.

(Adapted from *The Little Animal Encyclopedia*, 2001, p. 41)





## Associating

Work in your group. Study the sentences in the passive voice carefully and you will see that they are mostly used for the following purposes.

- 1) To state the objects' identities
- 2) To state the materials that make the objects
- 3) To state the functions of the objects
- 4) To state what happen/happened to the objects

Put the sentences in the passive voice from each text into the right tables.

Hand-write your work on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.





## Associating

*To state the objects' identities*

No.	Sentences in the passive voice	Title of text
1	They <b>are called</b> ores.	Rock
2	These crystals <b>are called</b> gems.	Rock
3		
4		
5		
6		

*To state the materials that make the objects*

No.	Sentences in the passive voice	Title of text
1	Fabrics <b>can</b> also <b>be made</b> of plastic, or a mixture of plastic and natural fibres.	Fabric

*To state the functions of the objects*

No.	Sentences in the passive voice	Title of text
1	Fabrics <b>are used</b> around the house to make clothes, curtains, towels and furniture coverings.	Fabric
2		



## Associating

*To state what happen/happened to the objects*

No.	Sentences in the passive voice	Title of text
1	Some rocks, such as sandstone, <b>are made</b> when mud or grains of sand <b>are slowly squashed</b> together.	Rock
2		
3		
4		
5		
6		
7		



## Communicating



Now it is your turn to describe some objects from your local culture, including

- 1) two traditional foods
- 2) two traditional handicrafts
- 3) two local animals

To describe each object, state five facts about facts about the object in the passive voice. Use the verbs and other words you have learned in this chapter.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Use a dictionary. If you have any problems, come to me.

Then, present your work to the class.



## Communicating

In your journal, write your reflection about your learning to describe object in the passive voice.



### My Journal

I have just learnt to

---

---

---

The activities I like most were

---

---

---

The activities I found most difficult were

---

---

---

What I need to do better is/are

---

---

---

**“The great thing about a computer notebook is that no matter how much you stuff into it, it doesn’t get bigger or heavier.”**

BILL GATES

In Reader’s Digest, September 1999, p. 61



# CHAPTER

## What is it?

# XII



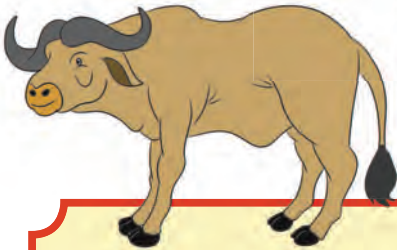
Here I will learn to obtain and share information about things, animals, natural phenomena, and social phenomena, in order to get the general knowledge about them.



Here are two texts about animals that also live in Indonesia: the buffalo and the bat. You can find this kind of texts in an animal encyclopedia.

Let's read the texts together. First, listen to me carefully.

Then, repeat after me. Say the sentences loudly, clearly, and correctly.



### **Buffalo**

Buffalo are big, strong, dark-coloured mammals with huge horns. African buffalo live in herds of several hundred – usually near water, as they love to wallow in mud. African buffalo have very bad tempers, so humans have never managed to tame them.

Water buffalo are found in the wetter areas of Asia. Few are found in the wild now and they are mostly kept as farm animals. Water buffalo have been domesticated for 3,000 years. They are used to pull carts and ploughs, but they can be kept for their meat, milk, and hides. Only a few survive in the wild in Asia, but buffalo are released to run free in the swamps of the Northern Territory of Australia.

(Adapted from The Little Animal Encyclopedia, 2001, p. 26)





## Bat

Bats have big ears, furry bodies and wings like leather. They are nocturnal mammals. This means they sleep in caves and atticks during the day and fly out to feed at night-time.

Bats are the only mammals that can fly. They are very fast and acrobatic. When they chase after insects, they twist and turn in mid-air. Bats use sound to catch insects in the darkness. They send out high-pitched squeals that humans cannot hear. The echoes that bounce back tell the bats exactly where they will find their prey.

Flying foxes, or fruit bats, are large bats that live in tropical Africa and Asia. They mainly eat fruit. Flying foxes are important because they help to spread the pollen and seeds of many plants.

(Adapted from The Little Animal Encyclopedia, 2001, p. 19)



## Observing & Questioning

Work in your group. Let's look more closely into the two texts by using a table of analysis below. The analysis of the texts about the buffalo and the bat have been done for you.

Copy them on a piece of paper. Hand-write your work on a piece of paper. Underline every verb. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.



*Buffalo*

MAIN IDEA	
Species	Buffalo <b>are</b> big, strong, dark-coloured mammals with huge horns
DETAILED FACTS	
Habitat	<ol style="list-style-type: none"> <li>1) Water buffalo <b>are found</b> in the wetter areas of Asia.</li> <li>2) Few <b>are found</b> in the wild now</li> <li>3) Only a few <b>survive</b> in the wild in Asia,</li> <li>4) but buffalo <b>are released to run free</b> in the swamps of the Northern Territory of Australia.</li> </ol>
Habits	<ol style="list-style-type: none"> <li>1) African buffalo <b>live</b> in herds of several hundred – usually near water,</li> <li>2) as they <b>love to wallow</b> in mud.</li> </ol>
Physical characteristics	Buffalo <b>are</b> big, strong, dark-coloured mammals with huge horns
Emotional characteristics	<ol style="list-style-type: none"> <li>1) African buffalo <b>have</b> very bad tempers,</li> </ol>
Functions	<ol style="list-style-type: none"> <li>2) so humans <b>have</b> never <b>managed</b> to tame them.</li> <li>3) and they <b>are</b> mostly <b>kept</b> as farm animals.</li> <li>4) water buffalo <b>have been domesticated</b> for 3,000 years.</li> <li>5) They <b>are used</b> to pull carts and ploughs,</li> <li>6) but they <b>can be kept</b> for their meat, milk, and hides.</li> </ol>



BAT

MAIN IDEA	
Species	<ol style="list-style-type: none"><li>1) They <b>are</b> nocturnal mammals.</li><li>2) Bats <b>are</b> the only mammals that <b>can fly</b>.</li><li>3) Flying foxes, or fruit bats, <b>are</b> large bats that live in tropical Africa and Asia.</li></ol>
DETAILED FACTS	
Habitat	This means they <b>sleep</b> in caves and atticks during the day.
Habits	<ol style="list-style-type: none"><li>1) This means they <b>sleep</b> in caves and atticks during the day</li><li>2) and <b>fly</b> out <b>to feed</b> at night-time.</li><li>3) When they <b>chase</b> after insects,</li><li>4) they <b>twist</b> and <b>turn</b> in mid-air.</li><li>5) Bats <b>use</b> sound <b>to catch</b> insects in the darkness.</li><li>6) They <b>send</b> out high-pitched squeals that humans cannot hear. The echoes that <b>bounce</b> back <b>tell</b> the bats exactly where they will find their prey.</li><li>7) They [flying foxes] mainly eat fruit.</li></ol>
Physical characteristics	<ol style="list-style-type: none"><li>1) Bats <b>have</b> big ears, furry bodies and wings like leather.</li><li>2) They <b>are</b> very fast and acrobatic.</li></ol>
Emotional characteristics	No information available
Functions	Flying foxes are important because they help to spread the pollen and seeds of many plants.



## Observing & Questioning



An encyclopedia text is a written text and therefore uses the rules of written English. To present it orally, you certainly need to use the rules of spoken English.

Work in your group. Study how Beni and Dayu present the analysis of the two texts orally in front of the class. Look closely at what they say before they present each part.

First, copy the texts. Hand-write your sentences on a piece of paper. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

Then, in your group, practice presenting the two text to each other orally. Say every word loudly, clearly, and correctly. First, repeat after me.



**Here are the facts about the buffalo stated in the texts.**

**There is one fact about their species.** They are big, strong, dark-coloured mammals with huge horns.

**There are four facts about their habitats. One,** Water buffalo are found in the wetter areas of Asia. **Two,** few are found in the wild now. **Three,** Only a few survive in the wild in Asia. **Four,** but buffalo are released to run free in the swamps of the Northern Territory of Australia.

**There are two facts about their habits. One,** African buffalo live in herds of several hundred – usually near water. **Two,** they love to wallow in mud.

**There is one fact about their physical characteristics.** Buffalo are big, strong, dark-coloured, with huge horns.

**There are two facts about their emotional characteristics. One,** African buffalo have very bad tempers, so humans have never managed to tame them. **Two,** water buffalo have been domesticated for 3,000 years.

**There are three facts about the functions of water buffalo to human beings. One,** they [water buffalo] are mostly kept as farm animals. **Two,** they are used to pull carts and ploughs. **Three,** they can be kept for their meat, milk, and hides.



**Here are the facts about the bat stated in the texts.**

**There are three facts about their species stated in the text. One**, they are nocturnal mammals. **Two**, bats are the only mammals that can fly. **Three**, Flying foxes, or fruit bats, are large bats that live in tropical Africa and Asia.

**There is one fact about their habitats.** This means they sleep in caves and attics during the day.

**There are seven facts about their habits stated in the text. One**, This means they sleep in caves and attics during the day. **Two**, and fly out to feed at night-time. **Three**, when they chase after insects. **Four**, they twist and turn in mid-air. **Five**, Bats use sound to catch insects in the darkness. **Six**, they send out high-pitched squeals that humans cannot hear.

The echoes that bounce back tell the bats exactly where they will find their prey. And **seven**, they, or flying foxes, mainly eat fruit.

**There are two facts about their physical characteristics. One**, bats have big ears, furry bodies and wings like leather. **Two**, they are very fast and acrobatic.

**There is no information available about their emotional characteristics.**

**There is only one fact about their functions to human beings.** Flying foxes are important because they help to spread the pollen and seeds of many plants.



Here are three more texts about animals that live in Indonesia. These texts have been adopted from an encyclopedia.

Let's read the texts together. First, listen to me carefully.

Then, repeat after me.

Say the sentences loudly, clearly, and correctly.



### **Dragonfly and Damsel fly**

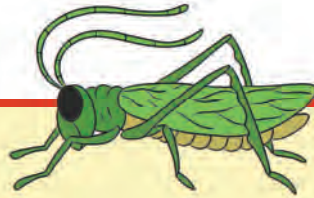
Dragonflies are the fastest flying insects. They swoop over the streams and ponds up to 90 kilometres per hour. Damsel fly have longer, thinner bodies and are more delicate, with a slow, fluttering flight. The wings of the damselfly are almost transparent. They shimmer as the damselfly searches for small insects to eat.

Dragonflies and damselflies live near water. They lay their eggs on plants. When they hatch, the young ones, called nymphs come out of the eggs. They feed on other water creatures, and after two years the nymphs grow into adults.



(Adapted from The Little Animal Encyclopedia, 2001, p. 51)



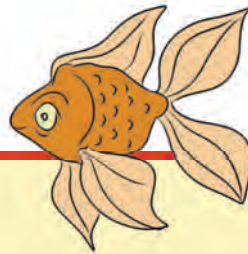


## Grasshopper

Grasshoppers are insects that prefer to hop on their long back legs rather than fly. Males 'sing' to attract mates – grasshoppers do this by rubbing their back legs together.

Grasshoppers have very strong muscles in their long back legs and an amazing spring in their knees. The grasshopper can jump 12 times its own length – this would be like a child jumping over a house!

(Adapted from The Little Animal Encyclopedia, 2001, p. 43)



## Fish

Fish live in saltwater and freshwater all over the world. They come in many different shapes and sizes, but most are covered in scales and have strong fins for swimming. A fish's scales all lie in the same direction to help the fish slip through water.

Like us, fish need oxygen to live. But instead of breathing air, they absorb the oxygen in water. Water enters the mouth and is swept over the gills. The oxygen passes from the water into tiny blood vessels in the gills.

Fish often swim in groups called shoals. One reason they do this is for protection. Many fish together can confuse a predator. This makes it hard for the predator to single out a fish.

(Adapted from The Amazing World of Living Things, no date, p. 75)



## Collecting Information



Work in your group. Use the table of analysis you have used before to analyse the three texts above.

Hand-write your work on a piece of paper. Underline every verb. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Now, present your analyses of the three texts *orally*, in the same way as what you have done previously.

Say every word loudly, clearly, and correctly.

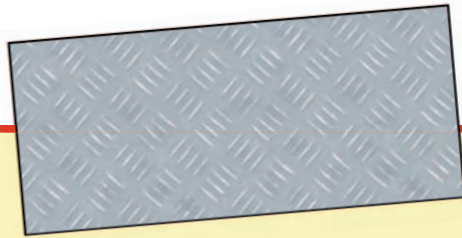




## Associating



You have learnt some texts about animals. Now you will read a long text about non-living objects, materials. Let's read the text together. First, listen to me carefully. Then, repeat after me. Say the sentences loudly, clearly, and correctly.

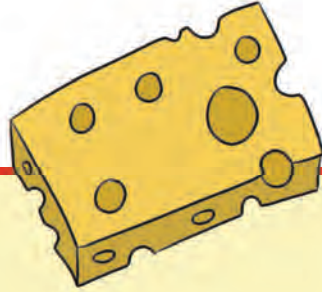


### **Materials**

Our world is made up of many different materials. Metals come from rocks. Wood comes from trees. Plastics and glass are made in factories. Ceramics are made of mud and clay. Most fabrics are made of parts of plants or animals. We use all these materials to build our homes and to make the things we use every day.

A material that soaks up water well is said to be absorbent. A material that resists water is said to be waterproof. Tissues are made of a special absorbent paper.

Some materials, such as metal, feel cold when you touch them because they draw the heat from your hand. They are said to be good thermal conductors. Other materials, such as wood, feel warm to the touch. They do not draw heat from your hand and are said to be good thermal insulators.



### **Sponge**

There are different types of sponges. Some sponges are natural and come from animals that live in warm seas. Most sponges found in the house are made of rubber. Sponge absorbs water well. Water is held in tiny holes inside a sponge. It will only come out when the sponge is squeezed. The best sponges mop up lots of water.



### **Fabric**

There are different kind of fabrics. Fabrics such as cotton, linen, wool and silk are made of natural fibres, which come from plants and animals. Fabrics can also be made of plastic, or a mixture of plastic and natural fibres. Fabrics have different properties. For example, some are tough, while others wear away quickly. Fabrics are used around the house to make clothes, curtains, towels and furniture coverings.



Associating



### **Wood**

Wood is a natural material. It comes from the trunks and branches of trees. Different trees produce different kinds of wood. Some woods, such as oak, are very hard. Others, such as blasa, are very soft. Most woods are light enough to float but some, such as ebony, sink. Wood has a distinctive smell. When you hit it with a hammer, it has a distinctive sound.

Some woods, such as ebony, are so hard that it is almost impossible to saw or knock a nail into them. Balsa wood is so soft you can easily break it with your fingers. Different woods are chosen to make different types of furniture, depending on how strong the furniture needs to be.



## Associating

Now analyse the text by using a similar table of analysis. The first part has been analysed for you as an example. First, copy the example on your paper. Hand-write your work and underline every verb.

Work with your group. Say the words loudly, clearly, and correctly while you are writing them.

Make sure you know the meaning of every word. Use a dictionary. If you have any problems, come to me.



### Materials

MAIN IDEA	
Species	<ol style="list-style-type: none"><li>1) Wood <b>is</b> a natural material.</li><li>2) A material that <b>soaks</b> up water well <b>is said to be</b> absorbent.</li><li>3) A material that <b>resists</b> water <b>is said to be</b> waterproof.</li></ol>



## Associating

### DETAILED FACTS

Habitat	<ol style="list-style-type: none"><li>1) Our world <b>is made up of</b> many different materials.</li><li>2) Metals <b>come</b> from rocks.</li><li>3) Wood <b>comes</b> from trees.</li><li>4) Plastics and glass <b>are made</b> in factories.</li><li>5) Ceramics <b>are made</b> of mud and clay.</li><li>6) Most fabrics <b>are made</b> of parts of plants or animals.</li><li>7) Tissues <b>are made</b> of a special absorbent paper.</li></ol>
Habits	<ol style="list-style-type: none"><li>1) Some materials, such as metal, feel cold when you touch them because they draw the heat from your hand. They are said to be good thermal conductors.</li><li>2) Other materials, such as wood, feel warm to the touch.</li><li>3) They do not draw heat from your hand and are said to be good thermal insulators.</li></ol>
Functions	We use all these materials to build our homes and to make the things we use every day



Now, present your analyses of the three texts orally, in the same way as what you have done previously.

Say every word loudly, clearly, and correctly.



## Communicating

You have learnt some texts about animals and non-living things. Now you will read two texts about people: the family and the neighbourhood. Let's read the two texts together. First, listen to me carefully.

Then, repeat after me. Say the sentences loudly, clearly, and correctly.







## Family

A family is a group of people who live together in the same house. A complete family consists of parents and one or more children. It is called a nuclear family. In many countries, a family can be extended to include relatives such as grandparents, uncles, aunts, cousins, nephews and nieces living together under the same house. This big family is called an extended family. The members of a family share the housework and take care of each other. With the family we feel safe and happy. To go home means to return to our family in order have a rest, to watch TV, to eat together, and to share happiness and sadness with each other. With our family we grow up to be healthy and useful individuals.

## Neighbourhood

A neighbourhood is a social community within a city, town, or village. A neighbourhood is made up of families who live near each other as neighbours. There is a lot of face-to-face interaction among them. Neighbourhoods have many benefits for the members. A strong and closely related neighbourhood is a safe environment for the children to grow up. Mothers and girls can also learn certain skills, like cooking and knitting from each other, with little or no money. There are many enjoyable neighbourhood activities, too, like sports and celebrations. Neighbourhoods also protect the families from crimes.



Work in your group. Use a table of analysis similar to the one you have used before to analyse the the text above.

First, copy the example. Hand-write your work on a piece of paper. Underline every verb.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.



## Family

MAIN IDEA	
Definition	<ol style="list-style-type: none"><li>1) A family <b>is</b> a group of people who live together in the same house.</li><li>2) It <b>is called</b> a nuclear family.</li><li>3) This big family <b>is called</b> an extended family.</li></ol>
DETAILED FACTS	
Elements	<ol style="list-style-type: none"><li>1) A complete family <b>consists</b> of parents and one or more children.</li><li>2) In many countries, a family <b>can be extended to include</b> relatives such as grandparents, uncles, aunts, cousins, nephews and nieces living together under the same house.</li></ol>
Characteristics	The members of a family <b>share</b> the housework and take care of each other.
Functions	<ol style="list-style-type: none"><li>1) With the family we <b>feel</b> safe and happy.</li><li>2) <b>To go</b> home means <b>to return</b> to our family in order have a rest, <b>to watch</b> TV, <b>to eat</b> together, and <b>to share</b> happiness and sadness with each other.</li><li>3) With our family we <b>grow</b> up to be healthy and useful individuals.</li></ol>



Work in your group. On the next page is a paragraph about the school. But they are not yet punctuated nor written properly.

Rewrite them in good sentences.

Handwrite your paragraph on a piece of paper.

Make sure you know the meaning of every word and spell it correctly.

Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Then, present your paragraph in front of the class.

Say your sentences loudly, clearly, and correctly.





### **school**

a school is a place where students go to learn today children in most countries must go to school for a number of years teachers help them to learn a school is headed by a principal or a headmaster at school students can learn skills and knowledge that are useful for the life now and in the future in most countries students learn basic subjects—science, music, geography, history, and languages they also learn extracurricular activities in indonesia, religion is a compulsory subject with their teachers and their friends students also learn to be good people who can differentiate between right and wrong and between acceptable and unacceptable behaviour



## Communicating



Now it is your turn to write one text about an animal, one text about a non-living thing, and one text about people. For each text, choose one from the three objects.

- 1) ant, cockroach, mouse
- 2) desk, blackboard, bench
- 3) football team, English club, choir group

First, plan what you are going to write by using the table of analysis appropriate for each object. Use a dictionary. If you have any problems, come to me.

Then, present your work to the class.



## Communicating

In your journal, write your reflection on your learning process in this chapter.



### My Journal

I have just learnt to

---

---

---

The activities I like most were

---

---

---

The activities I found most difficult were

---

---

---

What I need to do better is/are

---

---

---

**“There is no elevator to success.  
You have to take steps!”**

UNIQUE TEACHING RESOURCES





# CHAPTER

Come and visit us!

# XIII

**Abacadabra!**  
Concert.  
Celebrating  
10 years in town!  
Free entry!



**LEMONZ**  
**100% SODA**



**CHOCO**

100%

**HOMEMADE**  
**CHOCOLATE**

I will learn to understand the promotion of goods and services in short and simple advertisements

1272



## Observing & Questioning



Here are two advertisements,  
Fried Kepok Banana Sensation and  
Grandma's Sambal Uleg.  
Let's read the recipes together, one  
by one. First, listen to me carefully.  
Then, repeat after me. Say the  
sentences loudly, clearly, and  
correctly.

**Fried Kepok Banana Sensation**  
*Come and taste our hot and sensational  
fried bananas of your choice*

Chocolate banana  
Coconut banana  
Original banana

IDR 3,000 / pack of 3 pieces  
Every Wednesday & Friday  
At the school canteen  
12 pm – 3 pm

Marie, 0812345678  
Murni, 0812098765



Observing & Questioning

**Perfection descended  
for decades  
Grandma's Sambal Uleg**

For a perfect dinner for the  
whole family, come for  
our grandma's sambal uleg.

Specially mild sambal uleg for kids

Grandma's Kitchen  
Jalan Congklak 25  
Salatiga  
0298-654321



## Observing & Questioning

Work in your group. Look closely at the advertisements again. Use the tabel below to identify the different kinds of information available in the advertisements.

Hand-write your work on a piece of paper.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly. Use the punctuation marks correctly, too.

The analysis of the advertisement of Fried Kepok Banana has been done for you as an example. First, copy the example.

Use a dictionary. If you have any problems, come to me.





## Observing & Questioning

<i>Goods / services *</i>	Fried kepok banana
<i>Varieties</i>	Chocolate, coconut, original
<i>Price</i>	IDR 3,000 nett/packs of 3 pieces
<b><i>Time / Place</i></b>	Wednesday & Friday, 12 pm – 3 pm At the school canteen
<i>Contact number / email address</i>	Maria, 0812345678 Murni, 0812098765
<b><i>Selling points / promoting words</i></b>	hot and sensational

\* Cross the one that does not refer to the object promoted

<i>Goods / services *</i>	
<i>Varieties</i>	
<i>Price</i>	Not available
<b><i>Time / Place</i></b>	
<i>Contact number / email address</i>	
<b><i>Selling points / promoting words</i></b>	

\* Cross the one that does not refer to the object promoted



## Experimenting



Work in your group. Use the same table to identify the different kinds of information about the goods or services.

Hand-write your work on a piece of paper.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.



Experimenting



**A Complete Encycplodia  
of Flora and Fauna  
In English**

**Get to know animals and plants  
from around the world.**

**Highly recommended  
by all teachers.**

**The school library  
8 am to 1 pm**

**Story Telling Competition**

**For Grade 7 and Grade 8 students**

**A special prize for the Winner  
A complete set of 10 story books  
for children for the first five win-  
ners.**

**Registration  
Pak Imam  
Adminstration Office,  
8 am to 2 pm  
Monday to Friday**



## Experimenting



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## Associating

On the next page is another kind of advertisements. They are called classified advertisements.

Work with your group. Use the same table you have used before to identify the different kinds of information about the goods or services stated in the classified advertisements.

Hand-write your work on a piece of paper.

Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.





Associating

## COURSES

**ABC Indonesian Course for foreigners. Experienced & friendly teachers. We can come to your place. For further info, call 081201012 or [lea@abc.com](mailto:lea@abc.com).**

**Bima English course. English for children, SMP& SMA students. Interesting events in English. For further info, visit [bimaenglish.com](http://bimaenglish.com)**

## SERVICES

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**Housework services. Need help to clean and fix your house? Services for your gutters, fences, floors, ditches. Call Heri, 08131940257**

**ABCD Translation Service. English-Indonesian, Indonesian-English. Experienced translators. Free pick-up & delivery. 031-8627672.**

## COURSES

**Brand new 2-bedroom houses. Ceramic floors, big sinks, shower and bath. Near market and bus terminal. Call RumahKita, 08159929439.**

**A 100-year-old antique cupboard. Solid teak wood. Newly polished. Delivered to your place for free. Call Ahmad, 021-28808080**

**Motors of all brands. New and used Good prices. Rianto, 0865234565**

**Books, magazines, novels, dictionaries, encyclopedias, CDs, etc. Old and new. Local and imported. Toko Buku Cerdas. Jln. Dwima 6-7 Blitar.**



## Communicating



In your journal, write your reflection about your learning this chapter.

### My Journal

I have just learnt to

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The activities I like most were

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The activities I found most difficult were

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What I need to do better is/are

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**"You may encounter many defeats.  
But you must not be defeated."**

MAYA ANGELOU



# CHAPTER

You can always come  
back home.

# XIV

Here I will learn

- to get the message of a song





Here is a very good song about fathers' and mothers' nature to always protect their children. Their home is always open for their children to return for their protection.

Let's read the lyric together. First, listen to me carefully. Then, repeat after me. Say every line loudly, clearly, and correctly.

## 93 Million Miles Jason Mraz

93 million miles from the Sun,  
people get ready get ready,  
'cause here it comes it's a light, a beautiful light,  
over the horizon into our eyes  
Oh, my my how beautiful, oh my beautiful mother  
She told me, "Son in life you're gonna go far, and if you do it right you'll  
love where you are  
Just know, that wherever you go, you can always come home"

240 thousand miles from the Moon, we've come a long way to belong  
here,  
To share this view of the night, a glorious night,



## Observing & Questioning

over the horizon is another bright sky

Oh, my my how beautiful, oh my irrefutable father,

He told me, "Son sometimes it may seem dark, but the absence of the light is a necessary part.

Just know, you're never alone, you can always come back home"

Ohh...ohh...ohh... 2x

You can always come back...back...

Every road is a slippery slope

There is always a hand that you can hold on to.

Looking deeper through the telescope

You can see that your home's inside of you.

Just know, that wherever you go,

no you're never alone,

you will always get back home

Ohh...ohh...ohh... 5 x

93 million miles from the Sun,

people get ready get ready,

'cause here it comes it's a light, a beautiful light, over the horizon into our eyes...



## Collecting Information

Work in your group. Copy the song in your note book. Hand-write it. Make sure you know the meaning of every word and spell it correctly. Use the punctuation marks correctly, too.

At the same time, talk about the lines that you find are interesting in your group.

While you are writing, say the words loudly, clearly, and correctly

Use a dictionary. If you have any problems, come to me.







## Associating

Here are some of lines from the song.

*Oh, my my how beautiful, oh my beautiful mother  
She told me, "Son in life you're gonna go far, and if you do  
it right you'll love where you are  
Just know, that wherever you go, you can always come  
home"*

*Oh, my my how beautiful, oh my irrefutable father,  
He told me, "Son sometimes it may seem dark, but the  
absence of the light is a necessary part.  
Just know, you're never alone, you can always come back  
home"*

*Every road is a slippery slope.  
There is always a hand that you can hold on to.  
Looking deeper through the telescope.  
You can see that your home's inside of you.*

*Just know, that wherever you go,  
no you're never alone,  
you will always get back home*



Work in your group. Fill in the blank spaces below with the lines that have more or less the same meanings with the statements.

Hand-write it. Make sure you know the meaning of every word and spell it correctly .

The first one has been done for you. First copy the example.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problems, come to me.

Then, present your sentences in front of the class. Say your sentences loudly, clearly, and correctly.



## Associating

1. If you are a good person, you will always be happy wherever you are.

---

1. *If you are a good person, you will always be happy wherever you are.*

Son, in life you're gonna go far, and if you do it right you'll love where you are.

2. When you find a problem, don't worry, because there is always something that you can learn from it.

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3. Your parents will always be with you and help you when you have a problem in your life.

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4. Life is not always easy, but don't worry, your parents are always ready to help you.

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5. In your life, when you have a problem, come to us and we will always be ready to help you.

---



## Communicating

In fact many people can sing the song. It has always been a popular song. Ask them to teach you to sing it. Or, you can also download it from YouTube. If possible, sing the song together in your class. It will be more interesting if you can sing it with a musical instruments like the guitar.





In your journal, write your reflection about your learning this chapter.

### My Journal

I have just learnt to

---

---

---

The activities I like most were

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The activities I found most difficult were

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What I need to do better is/are

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